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ABSTRACT

A deeper understanding of the adult-learning process has produced a substantial consensus about the critical attributes that constitute effective professional-development practices. This volume presents findings of a study that examined the design, implementation, and impact of systemic reform efforts to in-depth case studies of three school-university partnerships that had undertaken comprehensive reform initiatives--the Learning Consortium at the University of Toronto, the Southern Maine Partnership and the University of Southern Maine's Extended Teacher Education Program, and the Benedum Project at West Virginia University. The study focused on preservice training, inservice training, and working conditions, and assessed five different indicators of professionalism--a culture of inquiry, teacher development, collaborative cultures, professional networks, and client organization. Findings indicate that long-term continuance is built on sustained district and university support; a continuing and adapting program of activities in which all personnel are mutually engaged; and stable leadership. Cross-site analysis revealed the importance of personal and professional relationships, access to a variety of professional-development opportunities, stable leadership, resource availability, goal congruence among organizations and the alignment of organizational arrangements to achieve goals, and the tensions inherent in school-university partnerships. Five tables and 10 figures are included. The appendix illustrates the causal network for the Southern Maine Partnership. (LMI)

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Systemic Reform in the Professionalism of Educators

Volume I: Findings and Conclusions

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E. Executive Summary

I. Goals and Objectives of the Study

The overall goal of this study was to provide a systematic means of learning about the design, implementation, and impact of systemic reform efforts to enhance the professionalism of educators. We conducted in-depth case studies of three school-university partnerships that have undertaken comprehensive reform initiatives to redesign the teaching and learning process for professional educators throughout their careers — specifically by focusing on preservice training, inservice training, and the working conditions of educators. Our intent was not to validate model programs, but rather to produce examples, insights, guiding principles, and lessons learned for those engaged in or thinking about initiating similar large-scale education reforms.

The four overarching questions guiding the study were as follows:

1. What was the nature of the systemic reform effort, including the objectives, structures, roles, and strategies employed?

2. How has research and other knowledge been used in the systemic reform efforts?

3. What have been the prominent outcomes of these partnerships' efforts? In particular, what has been the impact on teacher professionalism, and to what extent have these reforms been institutionalized?

4. What are the important factors that help to explain productive school-university relations?

Scope of the Study

An 18-month exploratory field study was designed to look more intensively into these questions. The cases varied on several dimensions of interest: interorganizational structure (ranging from a top-down hierarchical structure to a more grassroots egalitarian collection of educators), location, context, and scale, approach to professional development, and the nature of interorganizational linkages used to implement reform. What each of these school-university partnerships had in common was a commitment to the simultaneous renewal of teacher education and schools, and the creation of a new organization to jointly manage and fund their reform initiatives. Each partnership has invested heavily in teacher development as a strategy for improving student learning in schools. In addition, each partnership has been in existence for at least five years, long enough to begin to see the effects of their efforts.

Conceptual Framework

The school change literature (Fullan, 1991; Fullan & Miles, 1992; Louis & Miles, 1990), which identified the critical Elements of reform, provided the basis for the

design of the study. In each case, the study examined those elements: the vision guiding them; the leadership driving them; the knowledge and research/inquiry foundation upon which they are built; the opportunities for learning needed to sustain them; the mechanisms for communication used to coordinate them; the organizational arrangements designed to support them, and the strategies used to implement them.

School-university partnerships were the vehicles through which the three reform initiatives were organized. For the purposes of our conceptual framework, we have defined the "system" by the entities within the "boundaries" of school-university partnerships, recognizing that there are many other organizations that affect these initiatives (e.g., teacher unions, government policymakers). The intersection of all the component parts is found in the school/university partnership organization. Personal and professional relationships provide the connections within an individual school, between schools within a school district, between districts, between schools or districts and the University, and within the cross-site organization.

The impact on student learning was a dominant interest in the original conceptualization of the study, and served as an important site selection criterion. A vision of successful student learning was found to be a motivating force in each of the reform initiatives. While of considerable interest where data were available, an assessment of the impact of these reforms on student learning was beyond the scope of this study.

Other influences impacting on the reform initiatives are many and varied, depending on the sociopolitical context within which the school-university partnership is located. They include, among others, teacher unions, government policies, professional networks, and outside funders. Although not the primary focus of the study, where these outside influences were particularly influential their impact was explored.

Educator professionalism is the overall dependent variable. The theory underlying the press for educator professionalism, according to Darling-Hammond (1989), is that strengthening the structures and vehicles for creating and transmitting professional knowledge will prove a more effective means for meeting students' needs and improving the overall quality of education. The theory is based on a conception of teaching as complex work requiring specialized knowledge and judgment in nonroutine situations, and on a conception of learning as a highly interactive and individualized process.

The outcomes of interest in this analysis were five different characteristics of educator professionalism (Darling-Hammond, 1989): a culture of inquiry; teacher development; collaborative culture; professional networks; and client orientation. In addition, there was concern for the durability or "institutionalization" of these reforms.

Design and Methodology

The study focused on three sites defined by the overall school-university partnership. Each partnership represents a single case. The three sites profiled in

our research are the Learning Consortium at the University of Toronto, the Southern Maine Partnership and the University of Southern Maine Extended Teacher Education Program (ETEP), and the Benedum Project at West Virginia University.

Within each site, there are multiple embedded or nested cases, a sample of which were examined. The school-university partnership was the primary focus as well as its intersection with each of the member organizations: the College of Education's teacher education program, school districts, individual schools, supervising teachers and a sample of student teachers who did their student teaching in those schools. In Toronto and Southern Maine, the study sample included one high school and one elementary school in each of two districts. In West Virginia, where the total number of schools is much smaller, one high school and one elementary school were selected.

Data were collected over an 18-month period through a series of site visits, totaling 15 - 20 days per site. Most data were collected through semistructured open-ended interviews covering the principle research questions. These data were supplemented with on-site observations, existing documents, and a collaboratively constructed "journey," (Cox & deFrees, 1991) or historical time line of each site's development.

To provide as completely descriptive an overview of each partnership as possible a common framework was used to address a common set of research questions. Data collection followed a sequence of progressive focusing. Interview data were obtained from multiple interviews with key informants in each site. The interview sample then "snowballed" based on recommendations and the identification of key participants by key informants. From the compilation of interview data, a set of some 25 causal variables common to all three cases emerged. Preliminary findings from all sites were fed back to site informants for verification.

Data Analysis

Field notes were transcribed and coded using a coding scheme derived from the principal research questions. The research project had two major components. The first component was a profile of each of the three sites. The second component was the cross-case analysis. The goal of the first portion of the study was to create a narrative record of the evolution of the reform initiative and to analyze the key forces affecting the reform process for each organization within the partnership. A list of approximately 25 common variables was developed to generate causal flowcharts for the three sites (Miles & Huberman, 1994), which could then be compared to isolate "streams" of antecedent and intervening variables leading to the principal outcomes. Similarly, cross-case analysis began with a review of the three narratives for common or contrasting themes, outcomes, and mediators. A list of these variables was then compared across sites. A number of themes emerged from these comparisons, revealing the importance of: 1) personal and professional relationships as the foundation for these partnerships; 2) access to a variety of professional development opportunities; 3) stability of leadership; 4) resource availability; and 5) goal congruence and the alignment of organization arrangements to achieve their goals; and 6) the inherent tensions endemic to school-university partnerships.

Overview of the Three Cases

The three school-university partnerships represent disparate approaches to the simultaneous renewal of schools and teacher education. The Learning Consortium is a formal arrangement between four large school boards and two institutions of higher education in a large diverse urban center. The distinguishing features of the reform efforts in Toronto are the extensive formal structure developed to provide professional development, the prominent role of a few highly visible leaders in the reform effort, and the changing identity of the Faculty of Education at the University of Toronto. The primary strategy for reform has been a sustained focus on teacher development. The Consortium offers an extensive menu of professional development programs through institutes, workshops, and conferences. The member boards provide the infrastructure for disseminating and expanding these opportunities to the individual school level.

In contrast, the Southern Maine Partnership is a relatively informal grass-roots operation designed to bring educators together to address issues of concern to K - 12 and university educators. The most distinguishing feature of the reform efforts in Southern Maine is the substantial integration of multiple reform initiatives across multiple organizations. The reflective culture that developed early in the SMP has permeated the professional lives of educators in the schools, school districts, and teacher education program at the University of Southern Maine. In addition, the emergence of broad-based leadership has facilitated curriculum and assessment articulation across the K - 12 system and the teacher education program, and has helped the partnership thrive, even in the face of numerous changes of leadership.

The Benedum Project was created with the dual agenda of improving schools using the Professional Development School (PDS) model, and the renewal of teacher education. The two distinguishing features of the Benedum Project are that it was initiated as a university-wide project, with substantial participation from academic disciplines across campus, and that it has evolved as almost two separate reform agendas: the development of PDSs and the reform of teacher education. Although there is significant involvement of some school faculty in the teacher education reform, and significant involvement of some university faculty in the school reforms, the two efforts remain fairly separate.

The Array of Outcomes

The principal outcomes examined in this study were of two types. Five different indicators of professionalism were assessed: a culture of inquiry; teacher development; collaborative cultures; professional networks; and client orientation. In addition, the durability of changes made was examined to assess the degree of "institutionalization." The focus was less on the permanence of the partnership arrangements themselves than on the persistence of new practices, ways of working, and the cultural norms of the member organizations.

Long-term continuance (institutionalization) appears to be built on four elements:

1) sustained support from the district, which is manifested in attitudes, behavior, and dollars/resources;
2) a like kind of support from the university;
3) a continuing and evolving (adapting) program of activities in which both school and university personnel are mutually engaged or find mutual benefit;

4) and stable leadership, demonstrated through continuity of strong leaders who are able to transition from the initial leader to succeeding leaders who have the energy and clout necessary to maintain commitment.

Causal Analysis - For analytic purposes, it is useful to divide the sequence of events in the evolution of the partnerships into three phases.

- Causes of development (antecedents) - Five factors that were critical to the development of all three partnerships were: (1) political support for reform; (2) leadership from higher education; (3) school or district leadership; (4) availability of both internal and external funds; and (5) a shared vision of the potential advantages.
- Contributors of Development (intervening) - Eight factors were identified as being critical to support continued development: (1) a high level of commitment across organizations; (2) stability of leadership; (3) strong emphasis on professional development; (4) shared decision making; (5) strong relationships between the university and schools; (6) availability of funding; (7) knowledge resources; and (8) the intensity of linkages with other professionals.
- Causes of Increased Professionalism (outcomes) - The major contributors to increased professionalism were multiple learning opportunities, and the development of a collaborative culture that fosters questioning toward the goal of continuous improvement.

General Implications:

- Substantial benefits can be derived from these partnerships for teachers, schools, school districts, and for university education programs, student teachers, and the university faculty.
- Initial development seems to require an energetic and inspirational leader who has clout within the university system.
- Money is important; these reforms require both human and financial resources.
- Partnerships must be built on the perception of mutual advantage, mutual trust, and respect.

Implications for Funding Agencies and Policymakers:

- All new enterprises have special start-up costs and continuing costs. The strength of the initial infrastructure is critical to sustaining the partnership.
- Long-term support issues must be addressed in some way, i.e., there should be a realistic prospect that long-term funding can be arranged.

Implications for Universities:

- Attention must be paid to how research and evaluation activities can be melded with service activities of faculty members.
- Leadership from tenured faculty members and the administration is essential.
- There is a need to address faculty development in the areas of teaching skills, course content, and comfort with working in schools.

- There is a need to address the preparation of future teacher educators so new university faculty will enter the profession with the knowledge and skills necessary to work effectively with schools.

Implications for Schools/School Districts:

- There is a need to build in mechanisms to support educator learning, including opportunities to connect with colleagues within and beyond their own institution.

Implications for Development and Research:

- Formative evaluation procedures and instruments are needed to assist partnerships in evaluating and monitoring their progress toward achieving their goals, and to inform future planning.
- Additional research is needed on the real costs of education reform, especially the reform of teacher education.
- Additional research is needed on the development of leadership skills within all sectors of education.
- Additional research is needed on understanding the issues of faculty development within higher education.

F. Summary Review of Literature

To a large extent, professional development in education is still thought of in terms of inservice training for practicing educators. If the objective is systemic reform of the entire educational system, then distinctions between preservice training and inservice training are artificial. Judge (1988) contends that teacher education and the configuration of teachers' careers and responsibilities are the two major determinants of the professional culture of schools. Professional development should focus on the career-long professional learning of all educators (including university faculty), which requires much greater coherence between preservice and inservice training, as well as substantial changes in the structure of schooling to make continuous learning an integral part of every educator's world of work.

Research on professional development in the last decade has greatly enhanced our understanding of effective practices. Learning theorists have demonstrated that people learn best through active involvement and by thinking about and articulating what they have learned (Resnick, 1989; Vygotsky, 1978). The wide array of learning opportunities that are advocated for students — learning activities that engage students in experiencing, creating, and working with others on solving real problems — are rarely the kinds of rich learning experiences available to teachers (Lieberman, 1995). The old "training model" for teachers' development of short-term workshops with little follow-up is still the dominant mode (Little, 1993; McLaughlin, 1991; Miller & Lord, 1994). Historically the old training model has been ineffective because it lacks focus, intensity, follow-up, and coherence with district goals for student performance (Corcoran, 1995; Joyce & Showers, 1988). The inadequacy of the old model is even more apparent today with the ambitious visions of schooling in current reform initiatives. Darling-Hammond and McLaughlin (1995) capture the scope of the challenge confronting educators today:

> The vision of practice that underlies the nation's reform agenda requires most teachers to rethink their own practice, to construct new classroom roles and expectations for student outcomes, and to teach in ways they have never taught before — and probably never experienced as students. The success of this agenda ultimately turns on teachers' success in accomplishing the serious and difficult tasks of *learning* the skills and perspectives assumed by new visions of practice and *unlearning* the practices and beliefs about students and instruction that have dominated their professional lives to date. (Darling-Hammond & McLaughlin, 1995, p. 597, emphasis in original.)

Growing understanding of the learning process, especially adult learning, has produced a substantial consensus about the critical attributes that constitute effective professional development practices. A synthesis of several recommended guidelines produced the following list of essential characteristics:

- It must engage educators in concrete tasks of teaching, assessment, observation, and reflection to understand the processes of learning.
- It must support teacher initiatives within a context of school and district initiatives.
- It must be collaborative, engaging colleagues in sharing knowledge and providing opportunities to draw on the expertise of others in the professional community.
- It must be grounded in knowledge about teaching and learning.
- It must be grounded in inquiry, reflection, and experimentation. Educators need opportunities to explore, question, and debate ideas before they can reach a comfort level required to implement them in their classrooms.
- It must be sustained, ongoing, intensive, and supported by modeling, coaching, and collective problem solving to develop a strong sense of efficacy.
- It must provide for sufficient time and follow-up and practice to assimilate new learnings.
- It must be content- and context-specific: it must take into account the skills, understandings, knowledge, and attitudes of the learner.
- It must incorporate knowledge of the change process.
- It must be supported by school and district leadership, establishing professional growth and problem solving as a priority supported by rewards and incentives.[1]

These attributes represent a significant paradigm shift for professional development, one that has growing recognition but is not yet common practice. A few new models for effective professional development have emerged in recent years that incorporate many of these essential characteristics. They respect the

expertise of accomplished teachers and build teacher development activities around notions of colleagueship and disciplined inquiry in the context of professional learning communities.

Professional Networks

Professional networks are gatherings of educators for the purpose of colleagueship and professional growth through shared experiences, discourse, and experimentation. Networks may be organized around subject matter, teaching methods, or school improvement and restructuring efforts. Whether communication is maintained through newsletters, face-to-face meetings, or electronic communications, professional networks share four common features (Lieberman & McLaughlin, 1992). (1) Networks have a clear focus and target a specific component of the professional community. (2) Networks also offer a variety of activities and learning opportunities, which give educators flexibility and choice. (3) Networks create a discourse community where educators acquire awareness of policy debates, broad and deep understanding of subject matter, and knowledge of the professional community (Lichtenstein, McLaughlin, & Knudsen, 1991). (4) Finally, networks contribute to the development of leadership skills.

These networks provide "critical friends" to examine and reflect on teaching, and provide opportunities to share experiences about teachers' efforts to develop new practices. McLaughlin's (1994) research on professional learning in secondary schools found that teachers who report a high sense of efficacy, who feel successful with today's students, also share one characteristic: membership in some kind of strong professional community. These teachers singled out their professional discourse community as the reason that they have been successful in adapting to today's students, the source of their professional motivation and support, and the reason they did not burn out in the face of exceedingly demanding teaching

situations.

New Teacher Leadership Roles

Reform strategies that attempt to empower teachers through increased participation in decisionmaking rarely affect the teaching and learning process in schools (Fullan, 1995). In contrast, Lichtenstein et al. (1991) found that once teachers were provided with opportunities to develop professionally relevant knowledge, teachers' interests emerged idiosyncratically. Teachers who participated in collaborative networks demonstrated the important ways in which the self-esteem and sense of efficacy that motivates classroom practice also extends beyond the classroom to the broader educational community. The authors conclude,

> [e]mpowerment does involve altered power arrangements, but it denotes power and occupational self-direction quite differently than reformers or policymakers usually consider them. Empowerment depends upon teachers' enhanced sense of efficacy and competence in the various domains of their profession, which includes the classroom, as well as policy arenas. (p.20)

Meaningful leadership opportunities have also emerged as teachers assume the roles of mentors, university adjuncts, researchers, and teacher leaders within various restructuring efforts and professional organizations.

National Certification

Wise (1994) contends that an important trend supporting the professionalization of teaching is the nationalization of education policy. Goals 2000 places a strong emphasis on professional development, maintaining that high standards for teachers can be a powerful means to achieve goals for students. Three organizations are leading the effort to professionalize teaching by strengthening its quality-assurance mechanisms (Wise & Leibrand, 1993). They are

the National Council for Accreditation of Teacher Education (NCATE); the Council of Chief State School Officers (CCSSO), through its task force on licensing standards, the Interstate New Teachers Assessment and Support Consortium (INTASC); and the National Board for Professional Teaching Standards, which is developing advanced standards for teacher performance. Three policy mechanisms being pursued in concert are accreditation, licensing, and advanced certification. The CCSSO has developed a flowchart that begins with the adoption of standards and leads to assessment in three areas: (1) preparation, (2) induction/support, and (3) professional development. Acknowledging induction as a phase of teacher preparation demonstrates a recognition that all beginning teachers need support and that teacher preparation is ongoing and must be connected to practice. The impact of these standards will depend on how states implement them.

The National Board for Professional Teaching Standards has worked with teachers and national teacher organizations to develop standards and assessment procedures for recognition of exemplary teachers. Hopefully this voluntary certification will reward master teachers for their expertise and help promote these teachers to positions of greater responsibility. Teachers who have engaged in this intense teacher assessment process claim that they learned more by going through the process than by partaking in any other professional development activity in their entire career, because it requires them to document their practice and reflect on their strengths and weaknesses (Bradley, 1994).

Collaborations between Schools and Universities

The one institution that has the most influential interaction with the K - 12 school system is higher education. Colleges and universities provide initial preparation and much of the advanced training for teachers and administrators. Sarason (1993) admonishes that to deal with the two systems as if they were separate,

not interacting systems — as if you can change one without changing the other — "should be considered impossible, or at least off limits." (p. 88)

School-university partnerships such as professional development schools provide new models for the teacher education continuum, serving as exemplars of practice and builders of knowledge. School-university collaborations include work in curriculum development, change efforts, and research. Darling-Hammond and McLaughlin (1995) note that when such relationships emerge as true partnerships, they can create new and more powerful kinds of knowledge about teaching and schooling. The integration of theory and practice has the potential to produce more practical, contextualized theory and more theoretically grounded, broadly informed practice. The importance of reciprocal learning within such arrangements is not always recognized by university teacher educators. The public schools provide critical learning opportunities for university faculty to become reacquainted with, and develop a deeper understanding of, the realities of contemporary classrooms.

Professional Development Schools

Darling-Hammond (1994) describes Professional Development Schools (PDS) as a special case of school restructuring that simultaneously restructure school and teacher education programs, and redefine teaching and learning for all members of the profession and the school community. PDSs create settings in which novices enter professional practice by working with expert practitioners, while veteran teachers engage in their own professional development, assuming roles as mentors, university adjuncts, and teacher leaders (Darling-Hammond & McLaughlin, 1995). Fullan (1995) argues that if collaborative skills and continuous learning are essential for teachers, they must be fostered from the beginning in teacher preparation programs explicitly designed for that purpose. Similarly, Goodlad (1994) calls for the use of cohort groups to socialize future teachers into the practices of lifelong

learning in collaboration with colleagues. Future teachers need to be guided into the trade journals and professional organizations that support ongoing learning. In addition, Goodlad notes that preparation for students entering the profession should include attention to theory and research on change, with particular attention to the teacher's role as steward of schools. PDSs, or other school-university arrangements, offer potential settings for the integration of preservice and inservice learning to occur.

Organizational Changes Needed to Support Continuous Learning

Professional development requires resources for training, equipment, and most of all time — time to learn. Building in time for educators to work and learn together requires rethinking schedules and staffing patterns (Darling-Hammond & McLaughlin, 1995). For continuous learning to become routine practice, it must be embedded into the teachers' workplace, providing time for colleagues to share, discuss, and reflect on their practice (Corcoran, 1995; Lieberman. 1995). McLaughlin (1993) found that among secondary schools, the paramount difference between schools was not in faculty talent or professionalism, but in the school-level structures set up to foster planning and problem solving and the consequent development of a supportive school-level professional community and opportunities for reflection.

The accumulative lessons learned about effective professional development strategies indicate that organizational structures need to be flexible and dynamic, responding to the changing needs of teachers and the profession. Professional development opportunities must be able to start where educators are now and build on their knowledge and skills. There is no one-size-fits-all approach that will meet the needs.

Networks, coalitions, and partnerships provide opportunities for educators to

commit themselves to topics that are of intrinsic interest to them or that develop out of their work (Lieberman, 1995). Partnership arrangements also provide an opportunity for cross-role participation that stimulates shared understandings and capitalizes on the combined expertise of teachers, principals, counselors, and university faculty, as well as provide essential professional socialization for preservice teachers as they enter the profession.

Darling-Hammond and McLaughlin (1995) recommend that policymakers focus on the richness and overall "menu" of opportunities for professional learning. What is needed is an extensive infrastructure of professional development opportunities that provides multiple and ongoing occasions for critical reflection and that involves educators in designing coherent learning experiences.

NOTES

[1]This list represents a synthesis of several authors: Corcoran, 1995; Darling-Hammond & McLaughlin, 1995; Lieberman, A., 1995; Lieberman & Miller, 1992; Loucks-Horsley, S., et al., 1987; and McLaughlin, 1991.

G. Background of the Study: Study Aims and Research Questions

In 1992, the U.S. Department of Education, Office of Educational Research and Improvement commissioned 12 studies of educational reform. *Systemic Reform in the Professionalism of Educators*, one of the 12, takes a broad perspective that includes both K - 12 and higher education. The original "Request for Proposal" called for identification and analysis of sites exhibiting "best practices" in the areas of preservice training, inservice training, and working conditions of educators. However, many years of reform "projects" have shown that isolated pockets of good ideas rarely have lasting effects. Therefore, The NETWORK researchers chose to concentrate on a small number of sites which, looking beyond individual reform projects, have taken a systemic approach to teacher professionalism. These sites recognize the interdependency and complexity of the education system and seek to address multiple parts simultaneously.

Educator professionalism is a critical issue in education reform. The press for the professionalization of teaching is based on the theory that strengthening the profession will prove an effective means for meeting students' needs and improving the overall quality of education (Darling-Hammond,1989). Darling-Hammond and Goodwin (1993) identified common beliefs or behaviors associated with the notion of professionalism. Members of a profession share a common body of knowledge and use shared standards of practice in exercising their knowledge on behalf of clients. In addition, they found that professionals strive to:

> improve practice and enhance accountability by creating means for ensuring that practitioners will be competent and committed. Professionals undergo rigorous preparation and socialization so that the public can have high levels of confidence that professionals will behave in knowledgeable and ethical ways. (p.21)

Educator professionalism promises to increase accountability for meeting

students' needs in exchange for the deregulation of teaching — giving teachers greater autonomy in determining what is to be taught, when, and how (Darling-Hammond, 1989). Devaney and Sykes (1988) remind us that "professionalism is a form of liberty that is not simply conferred; it is earned" (p.4). Accountability must be provided through rigorous training and careful selection, serious and sustained internships for beginners, meaningful evaluation, opportunities for professional learning, and ongoing review of practice (Darling-Hammond, 1989).

The group of educators who has been the focus of attention in the professionalization movement to date has been teachers. The professionalism of all educators, however, is the goal, including school and district administrators, specialists, counselors, and university faculty and administrators.

Scope of the Study

School-university partnerships have been around for a long time (e.g., Havelock, Cox, Huberman, & Levinson, 1982). Historically the focus has largely been to support practicum placements for student teachers and to provide staff development services for veteran teachers. Partnership arrangements are becoming more prevalent as a means of improving the preparation of future teachers and the ongoing learning of experienced teachers.

Although there are examples of successful partnerships working to restructure both teacher education and schools[1], school-university partnerships engaged in reform of the entire system are not common. Few partnerships have moved beyond reform of individual schools and the teacher preparation program to take on the challenge of changing the structure and culture of schools, school districts, teacher education, colleges of education, and even the university as an institution. Many studies of systemic reform (O'Day & Smith, 1993; Fuhrman, S., 1993) overlook the role of higher education in reform of "the system." While there is

currently no agreed-upon definition of systemic reform, most definitions assume that:

- systemic reform addresses all of the mutually reinforcing structures, processes, and activities within the educational system, recognizing that altering any one part of the system necessarily impacts on all other parts (Smith & O'Day, 1991);
- systemic reform requires system coherence through the integration of policy and practice (Fuhrman & Massey, 1992; Fuhrman, 1993);
- systemic reform constitutes a "mainstream activity" of all organizations involved, not an alternative or special program;
- systemic reform requires strategies that help develop and mobilize the conceptions, skills, and motivation in the minds and hearts of scores of educators (Fullan, 1994);
- systemic reform requires the development of routine mechanisms for bringing people together across roles, within and across organizations, for developing and maintaining shared direction and understanding; and to maintain strong communication among all of the constituent parts of the system,
- and systemic reform in education addresses the preparation, continuing learning, and working conditions of school-based, district-based, and higher-education-based educators in all roles — teachers, principals, counselors, specialists, paraprofessionals, central office and higher-education personnel.

The phenomena we are observing are not well understood, especially at the level of organizations. The same work can take myriad forms in actual practice. It was thus necessary and appropriate to take an exploratory approach in this study to begin to understand the phenomena of systemic reform in a manner that captures the essence of the problems, the nature of the solutions attempted, and the evolving story of successes and failures enroute.

A number of criteria were established for selecting sites engaged in systemic reform. The three sites selected all demonstrated:

- comprehensiveness: addressing preparation, ongoing learning, and working conditions of educators;
- a focus on the success of all learners;
- a commitment to inquiry, reflection, and research;
- new ways of working that are mainstream activities of their respective organizations;
- mechanisms for communication and dialogue to make sense of where they are now and where they are going;
- a willingness to participate with us as research partners,
- and a track record, having been established for at least five years;

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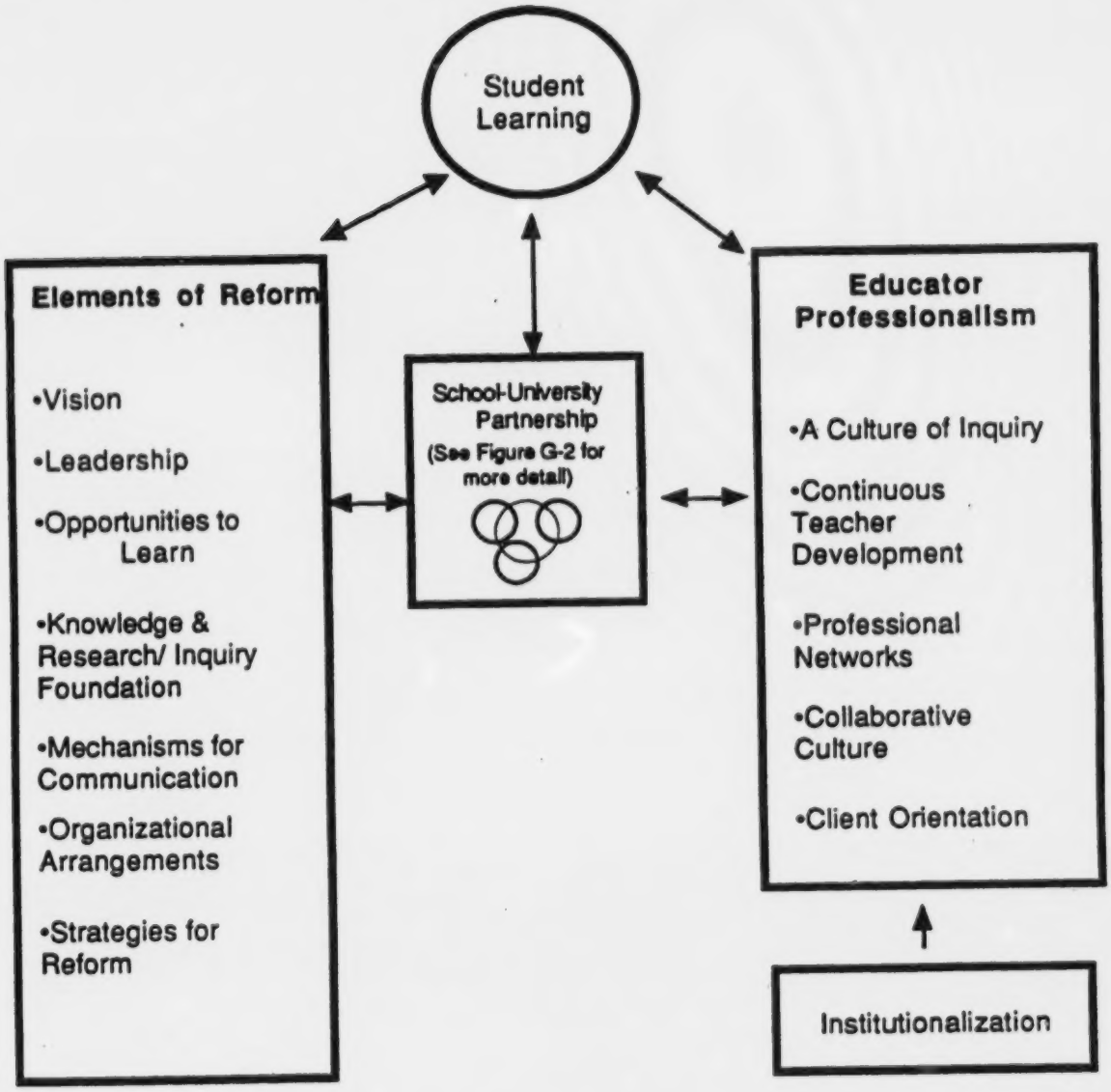
The three sites selected were the Learning Consortium at the University of Toronto, the Southern Maine Partnership and the University of Southern Maine Extended Teacher Education Program (ETEP), and the Benedum Project at West Virginia University.

Conceptual Framework

Figure G-1 portrays the emerging conceptual framework used for studying systemic reform in the professionalism of educators. The school change literature (Fullan, 1991; Fullan & Miles, 1992; Louis & Miles, 1990), which has identified critical elements of reform (left box in Figure G-1) provided the focus for the design of the study. The critical elements examined for each case include: a) the visions guiding the reforms; b) the leadership driving them; c) the knowledge and research/inquiry foundation upon which they are built; d) the opportunities for learning needed to sustain them; e) the mechanisms for communication used to coordinate them; f) the organizational arrangements designed to support them, and g) the strategies used to implement them. These elements of reform can be thought of as independent variables — those variables expected to be critical in each reform effort that would facilitate understanding each initiative.

Student learning was conceptualized as both an independent and dependent variable in the framework. It represents a vision of what successful leaning for all students would look like, as well as an outcome measure of student learning. A focus on student learning served as an important site selection criterion. A vision of successful student learning was found to be a motivating force for undertaking each of the reform initiatives. Limited outcome data are available, as each of the sites continues to struggle with how to document whether their efforts are making a difference for kids. An independent assessment of the impact of these reforms on

Figure G-1. Conceptual Framework for the Study of Systemic Reform in the Professionalism of Educators



student learning was beyond the scope of this study.

Educator professionalism is the overall dependent variable (the box on the right of Figure G-1). The theory underlying the press for educator professionalism, according to Darling-Hammond (1989), is that strengthening the structures and vehicles for creating and transmitting professional knowledge will enhance educators' ability to meet the needs of students and improve the overall quality of education. The theory is based on a conception of teaching as complex work requiring specialized knowledge and judgment in nonroutine situations, and on a conception of learning as a highly interactive and individualized process. The outcomes of interest in this analysis are five different dimensions of educator professionalism: 1) a culture of inquiry; 2) continuous teacher development; 3) the development of collaborative cultures; 4) expanding professional networks; 5) and client orientation. The way "client orientation" is used here does not imply an asymmetrical, hierarchical relationship in which an expert provides services to those lacking in knowledge or skills. All educators serve multiple clients, including children, parents, the community, colleagues, students of teacher education, as well as the teaching profession as a whole. Finally, the analysis examines the durability or "institutionalization" of these reforms.

School-university partnerships were the vehicles through which the three reform initiatives were organized. (See center box in Figure G-1.) For the purposes of our conceptual framework, each partnership represents a single case. "System" was defined by the entities within the "boundaries" of the school-university partnership, recognizing that there are many other organizations that affect these initiatives (e.g., teacher unions, government policymakers). The intersection of all the component parts is found in the school-university partnership organization. (See Figure G-2.) Personal and professional relationships provide the connections

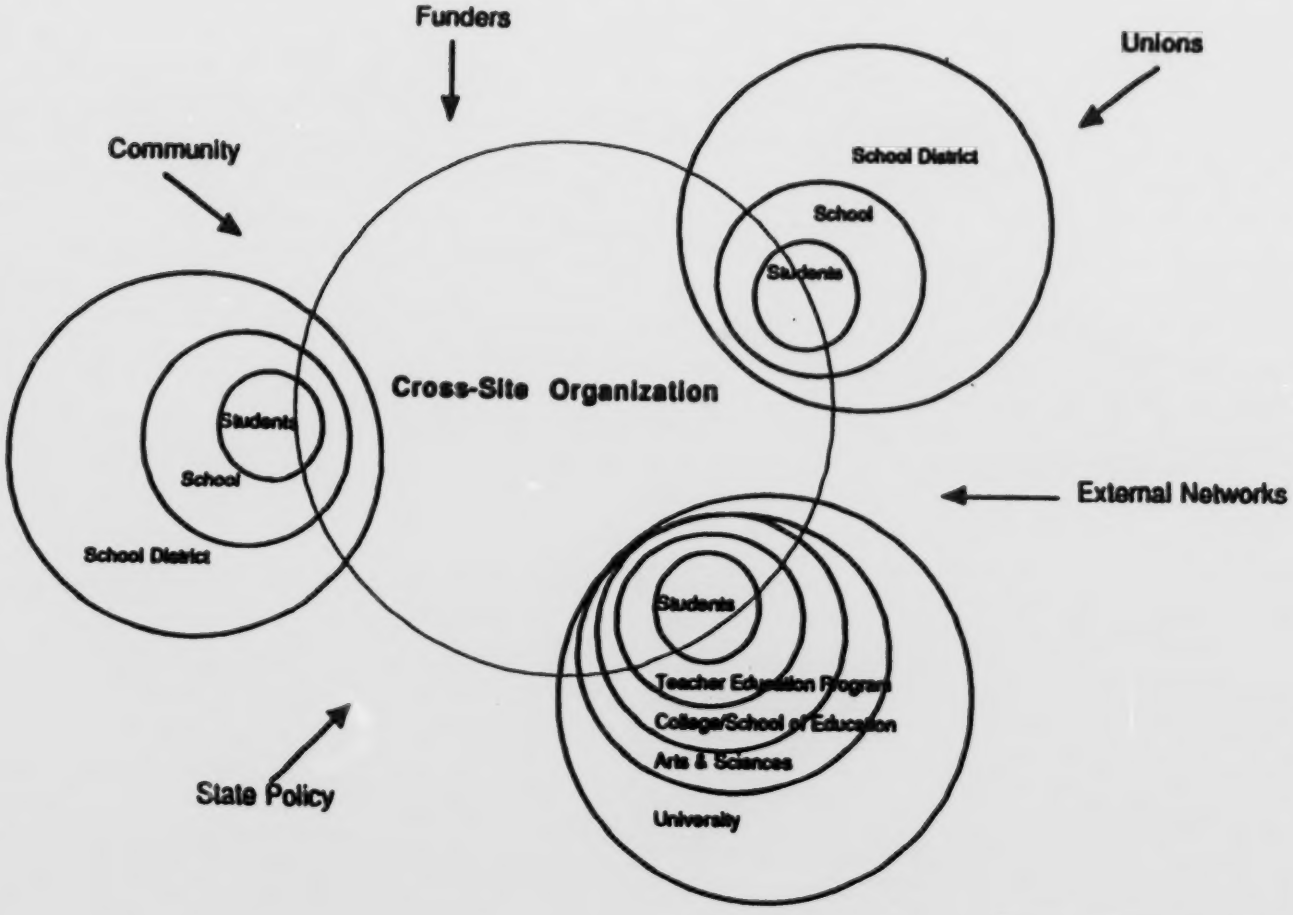
within an individual school, between schools within a school district, between districts, between schools or districts and the University, and within the cross-site organization.

Within each site, there are multiple embedded or nested cases, a sample of which were examined. The primary focus was the school-university partnership and its intersection with each of the member organizations: the College of Education's teacher education program, school districts, and individual schools. Within these organizations, representatives from the following educator roles were interviewed: school and university faculty and administrators, project staff, supervising teachers, and a sample of preservice students who did their student teaching in target schools. In Toronto and Southern Maine, the study sample included one high school and one elementary school in each of two districts. In West Virginia, where the total number of schools is much smaller, one high school and one elementary school were selected.

The selection of individual schools was made by mutual agreement between the participating partnerships and the NETWORK researchers. The research questions and design of the NETWORK study established parameters defining the major variables under investigation. An effort was made to select schools that participated in preservice preparation and extensive ongoing professional development, while engaging in schoolwide improvement efforts. The reformers at each site then selected the individual schools that they felt best met the criteria. As a result, the selected schools probably represent the most exemplary schools rather than the "average" level of school development within the partnerships.

Other influences affecting the reform initiatives, as would be expected, were many and varied, depending on the sociopolitical context within which the school-university partnership was located. They include, among others, teacher unions, government policies, professional networks, and outside funders. Although

Figure G-2. The School-University Partnership



not the primary focus of the study, where these outside influences were particularly influential, their impact was explored. (See Figure G-2.)

The three comprehensive school-university partnership initiatives selected are all seriously rethinking the preparation of education professionals, preservice students who want to enter the profession, and the ongoing learning of practicing educators. The challenge of studying these complex entities is made even more daunting by the fact that the partnership members are attempting to do this while working within dynamic institutions that are engaged in restructuring their own organizations. Accordingly, a strong emphasis was placed on open-ended interviews to understand the personal and organizational journeys of the participants.

Design and Methodology

Data were collected over an 18-month period through a series of site visits, totaling 15 - 20 days per site. Most data were collected through semi-structured open-ended interviews covering the principal research questions. These data were supplemented with on-site observations, existing documents, and a collaboratively constructed "journey," (Cox & deFrees, 1991) or historical time line of each site's development. After many additions and revisions, the final version of the journeys completed by each site became the outline from which the research team identified questions to explore to further understand the processes used to facilitate and support change and what it took to bring about the changes that had occurred. In this way, the journeys served as an important research tool for guiding the investigation, and as useful storyboards for describing these reform initiatives. (See Volume 3 for journeys.)

We used a common set of research questions across the sites. The four overarching questions guiding the study were as follows:

1. What has been the nature of the systemic reform effort, including the

objectives, structures, roles, and strategies employed?

2. How have research and other knowledge been used in the systemic reform efforts?

3. What have been the prominent outcomes of these partnerships' efforts? In particular, what has been the impact on teacher professionalism, and to what extent have these reforms been institutionalized?

4. What are the important factors that help to explain productive school-university relations?

Data collection followed a sequence of progressive focusing. Data were obtained from multiple interviews with key informants at each site. The interview sample "snowballed" as informants identified other key participants. Field notes were transcribed and coded using a coding scheme derived from the principal research questions.

The research project had two major components. The first component was a profile of each of the three sites. The second component was the cross-case analysis. The goal of the first portion of the study was to create a narrative record of the evolution of the reform initiative and to analyze the key forces affecting the reform process for each organization within the partnership. From the compilation of interview data, a set of some 25 causal variables common to all three cases emerged that were used to generate causal flowcharts (Miles & Huberman, 1994) for the three sites. These flowcharts could then be compared to isolate "streams" of antecedent and intervening variables leading to the principal outcomes. Preliminary findings from all sites were fed back to site informants for verification. The lessons are probably best learned from reading the individual cases, which comprise Volume 2 of this report. To introduce the sites, each case is briefly summarized in Section H.

Cross-case analysis began with a review of the three narratives for common or contrasting themes, outcomes, and mediators. This comparison revealed the importance of: 1) personal and professional relationships as the foundation for these

partnerships; 2) access to a variety of professional development opportunities; 3) stability of leadership; 4) resource availability; 5) goal congruence among organizations and the alignment of organization arrangements to achieve goals; and 6) the inherent tensions endemic to school-university partnerships. The cross-case analysis is presented in Section I.

In Section J, the analysis turns to an assessment of outcomes based on five different dimensions of professionalism and the extent to which these reforms have been institutionalized. The cross-case analysis concludes with an assessment of the resources required to implement reforms of this magnitude (Section K), and finally with the implications derived from the study for policy and practice (Section L), and future research needs (Section M).

It is important to remember that the total amount of time spent at each site was short (15-20 days), particularly when studying a number of different organizations within each partnership. Consequently the view presented here represents a snapshot of continually evolving reform efforts. Furthermore, with only three cases, general conclusions must be considered tentative.

Notes

[1]The Professional Development School (PDS) model has become the dominant model in this movement. Darling-Hammond (1994) notes that PDSs are a special case of school restructuring. As they simultaneously restructure school and teacher education programs, they redefine teaching and learning for all members of the profession and the school community. PDS arrangements are growing across the country, and much has been learned about the challenge of restructuring two institutions at the same time, including the collaborative demands PDSs place on individual and institutional participants, the threats that these reforms pose to the norms and traditions of both institutions, the low status that teacher education holds within universities, the poor reputation of staff development in schools, and the lack of institutional incentives for undertaking this kind of work (Darling-Hammond, 1994).

H. Case Study Summaries

Introduction: The Notion of Partnership

Based on research and past experience, Goodlad (1994) acknowledges that it will not come easily for schools and universities to work together. However, he warns that until it becomes a way of life, teacher education programs will continue to lack coherence.

Productive symbiotic partnerships can be built when distinct differences between parties complement one another — when each partner contributes something another lacks. Partnerships built upon a notion of reciprocity of the relationships in the exchange of goods, services, ideas, assistance, and knowledge among individuals and organizations are the foundation for meaningful educational renewal. Reciprocity suggests a tie between two or more parties in which each party contributes something and receives something in return. What is received must be perceived to be of sufficient value to sustain the relationship.

The three school-university partnerships studied are all voluntary arrangements. They have been entered into, and in some cases applied for, for two major reasons. First, participants are committed to improving education at all levels of the system. Second, they have some kind of self-interest, or at least the belief that the relationship would be beneficial to themselves and their institution. In these partnership arrangements, all members have much to contribute to the joint enterprise.

In each partnership, the university provided access to knowledge, research, and expertise. In many cases, the university faculty provided inservice training, and the affiliation with the university often meant that formal credits could be earned for professional development. In addition, the affiliation with university faculty tended to affirm the credibility of school faculty. Many teachers felt that the

university's willingness to collaborate was an indication that their own expertise was recognized.

In return, the universities received access to schools for research, "apprenticeship" training, and supervision of student teachers. The schools provided a real-world laboratory for learning about a host of issues of interest to both academics and practitioners. Although not consistently acknowledged, the schools also provided the university access to the expertise of practice.

In these sites, the benefactor and/or provider of resources was not always either the schools or the university, but the partnership itself. The collective expertise of partnership members was a resource from which all members could benefit. Miller and O'Shea (in press) observe that a partnership is not so much an "institutional arrangement as it is a set of reciprocal relationships among members. (....) Through conversation, interaction, and common work, members find ways to influence each other, to provide colleagueship and support, and to encourage self-empowerment and progress."

While holding great promise, school-university partnerships also present great challenges. Challenges encountered in one or more of the sites studied were the tension between the need for collaboration and efficiency, the culture clash between the norms of schools and universities, resources (both human and financial) to sustain reform efforts, and the development of shared and expanding leadership.

To provide background for the lessons learned through the cross-case analysis, a narrative summary of each case is presented here, which has been condensed from much longer descriptions that fill Volume II of this report. To set the stage, it is important to understand that the context of the three school-university partnerships is quite different: Toronto is a large multicultural urban center with very large school districts, ranging in size from 44,000 - 77,000 students in hundreds

of schools; Maine is a mix of rural, small towns with very small school districts (the two studied here have four elementary schools, one middle school, and one high school), and one moderate-size city; and West Virginia is a mix of rural and one moderate-size city with school districts of intermediate size (43 schools in the most populous county). Both the scale and the social milieu within which these initiatives developed contributed to the structure of their partnership organizations. In each case, the partnership is connected to a single university teacher education program. In Toronto and Southern Maine, there are a number of school districts engaged in the partnership; in West Virginia, the connections are with individual schools.

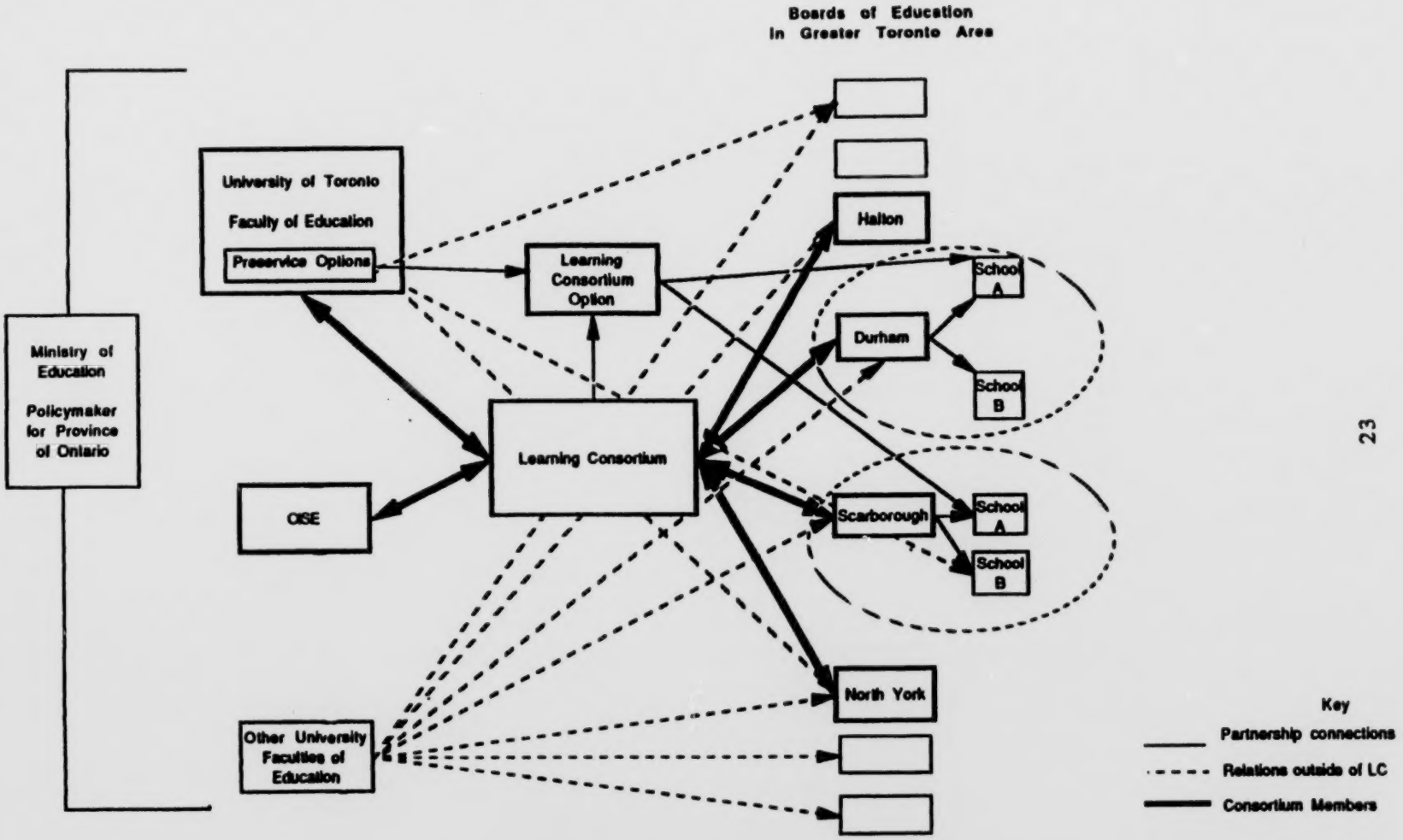
The major strategy of reform in each of the initiatives is an extensive investment in professional development. While the approaches differ, all three demonstrate a belief in the potential of teachers to bring about substantial changes in education. Each case summary provides a brief overview of the history and structure of the school-university partnership's reform efforts.

School-University Partnership in Toronto: The Learning Consortium

The Learning Consortium, in its seventh year, is a partnership among four large school districts and two institutions of higher education, the Faculty of Education at the University of Toronto (FEUT) and Ontario Institute for Studies in Education (OISE). The Faculty of Education was the primary partner. OISE, an independent graduate institution, in an arrangement with the Graduate School of University of Toronto for granting degrees, has not been an active partner. The two institutions, located across the street from one another, are now in the process of merging.

The mission of the partnership "is to establish more systematic approaches to teacher development at all stages of the teaching continuum by transforming schools, districts, and faculties of education to environments of continuous

Figure I.1: Education Organizational Arrangements of the School-University Partnership in Toronto



learning." (Fullan, 1993) In Toronto, staff development is an integral part of the overall strategy for professional and institutional reform that focuses on changing the culture of the school.

As Figure I-1 indicates, the structure of the Learning Consortium mirrors the complexity of the diverse metropolitan area within which it is located. Each member institution pays an annual $20,000 membership fee to support a small administrative staff (two full-time people, a director, and an administrative assistant) and the partnership's day-to-day operations.

Governance of the Consortium is provided by two committees. The Steering Committee is made up of the Directors of Education (i.e., district superintendents), the Dean of the Faculty of Education, and the Director of the Ontario Institute for Studies in Education. This committee meets once a year to review the work and progress of the partnership and to discuss the direction of future work. The Learning Consortium is run by the member representatives to provide services to their constituents. Because four of the six partners are school districts, the partnership has been largely school-driven, with most activities designed for educators in the member districts. The representatives to the Consortium committees occupy high-level positions within their organizations, and the Consortium uses the hierarchical structures of each organization to disseminate information about the partnership's programs.

The primary decision-making body for the Consortium is the Planning Group, which meets monthly. The Planning Group is composed of one representative from the staff development departments in each board and from the Faculty of Education, along with a delegate from OISE. The director of the Consortium sits on both committees. A number of subcommittees have been formed to plan and coordinate activities in specific areas. Committee participation represents an additional

investment on the part of the member organizations; only the director is paid for this work.

The most substantial participation of the university has been through a pilot preservice program sponsored by the Consortium with student teachers placed in Consortium schools for their practicum experiences. While the Learning Consortium provides philosophical and resource support to the preservice program, it is administered within the Faculty of Education. The program's director, a professor in the Faculty, developed the program by building relationships directly with a small number of individual schools, with the support of a small team of Faculty instructors.

The distinguishing features of the reform efforts in Toronto are the extensive formal structure developed to provide professional development, the prominent role of a few highly visible leaders in the reform effort, and the changing identity of the Faculty of Education at the University of Toronto. The primary strategy for reform has been a sustained focus of teacher development. The Consortium offers an extensive menu of professional development programs through institutes, workshops, and conferences. The member boards provide the infrastructure for disseminating and expanding these opportunities to the individual school level.

The dean has been a highly visible leader in the partnership's development, and he still provides the vision and inspiration for the organization. He has, however, been able to step back from "center stage," as a number of leaders have emerged within the boards, many from the original cohort that participated in the LC's first Training of Trainers course. The boards have also invested in leadership training to ensure strong leadership in individual schools. A few prominent leaders within the faculty have fostered improved relationships between the university and schools, but there remains great need for additional faculty involvement and investment in school development.

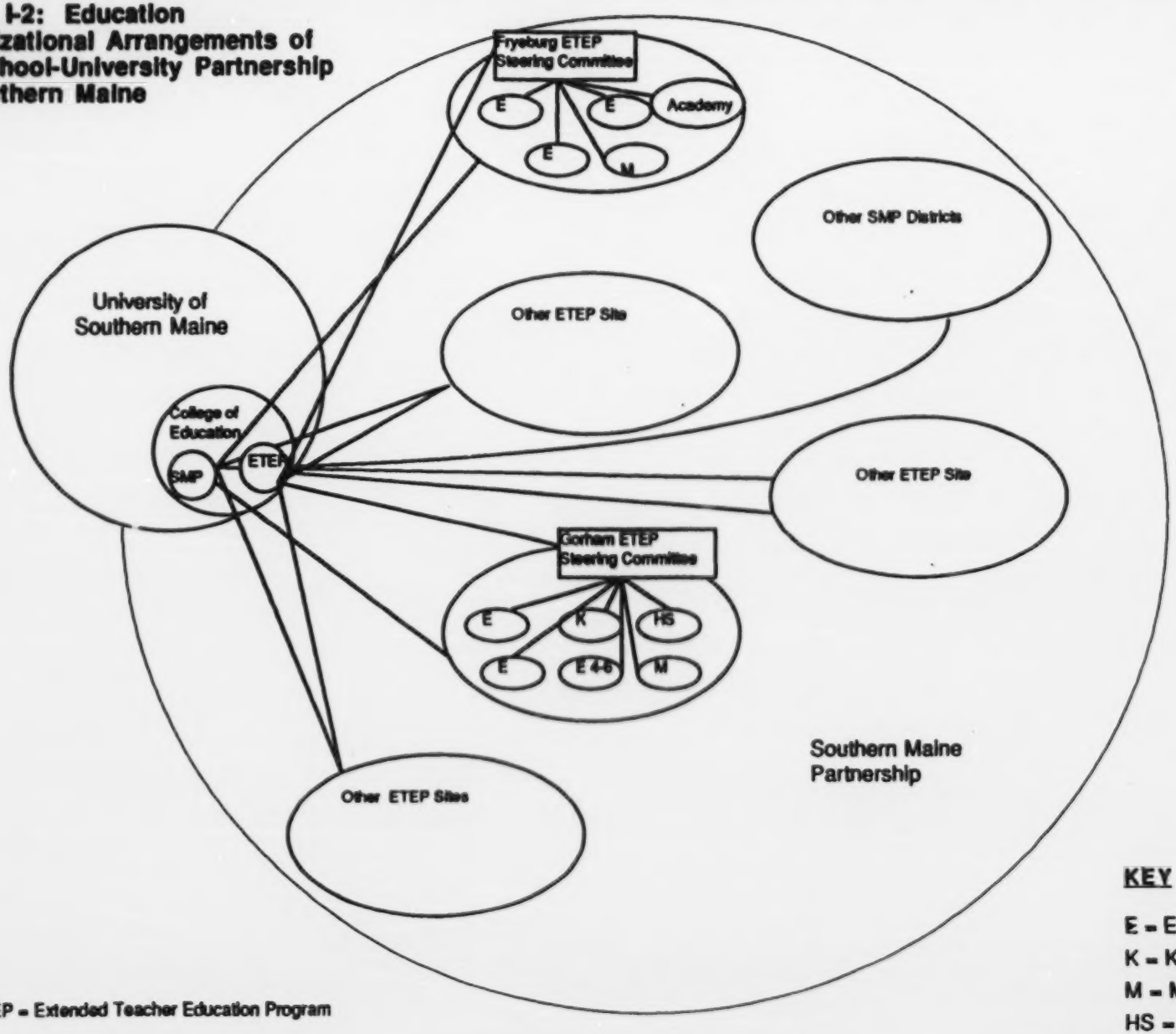
Efforts to change the culture of FEUT have been slower to develop. Through explicit normative expectations, the infusion of new faculty, beginning efforts in faculty development are gradually effecting change. The pending merger with OISE will compound the challenge.

School-University Partnership in Southern Maine: The Southern Maine Partnership and the University of Southern Maine's Extended Teacher Education Program (ETEP).

The Southern Maine Partnership, in its ninth year of operation, began as a grassroots "device for bringing together institutions that need each other for the solution of tough problems" (Miller & O'Shea, in press). The original format of the partnership took the form of loosely defined cross-role discussion groups focusing on topics of mutual concern: early childhood, mathematics, middle-level, and secondary education. The partnership has always been about challenging educators to grow, engaging educators from all levels in dialogue about school change as well as individual development. The focus was on improving teaching and learning in schools, which led to discussions about teacher preparation. The University of Southern Maine's (USM) teacher education program, ETEP, has been completely transformed as a result of the school-university partnership.

Figure I-2 displays a less complex, but equally expansive structure. The Southern Maine Partnership (SMP) began as a small informal agreement between a single faculty member in the College of Education and six district superintendents and has since grown to include 25 school districts throughout Southern Maine. The Partnership is supported through annual membership dues, and more recently, through additional external grant funding. The SMP began as a low-key network of teachers and administrators who got together monthly to tackle issues of concern in their practice. These Educators' Groups, in which K - 12 teachers, principals, and

Figure I-2: Education Organizational Arrangements of the School-University Partnership in Southern Maine



ETEP = Extended Teacher Education Program

KEY

E = Elementary
K = Kindergarten
M = Middle School
HS = High School
Academy = Private/Public HS

superintendents met across districts to discuss readings and explore innovative practices, have remained the core of the Partnership's teaching and learning activities. The network of educator groups created numerous opportunities for school-to-school linkages within and across districts. The groups are convened and facilitated by either volunteer university or school faculty members, and each group sets its own agenda. The superintendent group is the decision-making body for the Partnership.

In the course of its first ten years, participation of both school- and university-based faculty increased, reaching a high of 17 different groups in 1990, with the involvement of several hundred K-12 educators and about 10 USM faculty members. Like the Learning Consortium in Toronto, the SMP was driven largely by the schools' agenda. While in the beginning there was minimal administrative structure, with additional support from outside grant funding, the administrative staff of Partnership grew to include five professionals, the Partnership director, (a faculty member at USM released from one-third of her teaching load for Partnership work), one administrative assistant, and one graduate student. The SMP's affiliation with the university and its faculty director have significantly changed perceptions of the university among school-based educators to the point where the lines have blurred between Partnership activities and university faculty involvement in the schools. As membership grew, so did the range of K - 12 professional development opportunities sponsored by the SMP. In 1989, the dean of the college of education mobilized several key superintendents to strategically use the SMP in collaboration with the USM faculty to address reform of teacher education.

The network structure of the Partnership is essentially radial, coordinated, and supported administratively and logistically in an office located at the University. Because of its location within the university, the figure gives the impression of

being university-controlled. Participants interviewed noted that the SMP is a true partnership, with its location signifying more the university's commitment to provide resources (facilities), than control.

The new preservice program that developed, the Extended Teacher Education Program (ETEP), has emerged as a separate organization within the College, but it has deep roots within the Partnership. All of the school districts chosen to be professional development sites for ETEP have been active members of the SMP. Each of the five ETEP sites was collaboratively developed by a Steering Committee dominated by school-based faculty who had been active participants in the SMP. The local steering committee is the decision-making body for each site, and each site is codirected by one university faculty member and one school faculty member. Because these school districts are quite small in population, although geographically spread out, the two site directors are able to provide quite comprehensive supervision and support to the small cohort of 18 - 20 student teachers in each site. The ETEP sites are largely autonomous, coordinated within each district with little interdistrict contact or communication.

The most distinguishing feature of the reform efforts in Southern Maine is the substantial integration of multiple reform initiatives across multiple organizations. The reflective culture that developed early in the SMP has permeated the professional lives of educators in the schools, school districts, and teacher education program at the University of Southern Maine. In addition, the emergence of broad-based leadership has facilitated curriculum and assessment articulation across the K-12 system and the ETEP program.

School-University Partnership in West Virginia: The Benedum Project

In 1986, the president of West Virginia University (WVU) identified the improvement of education in West Virginia <u>through</u> the improvement of teacher

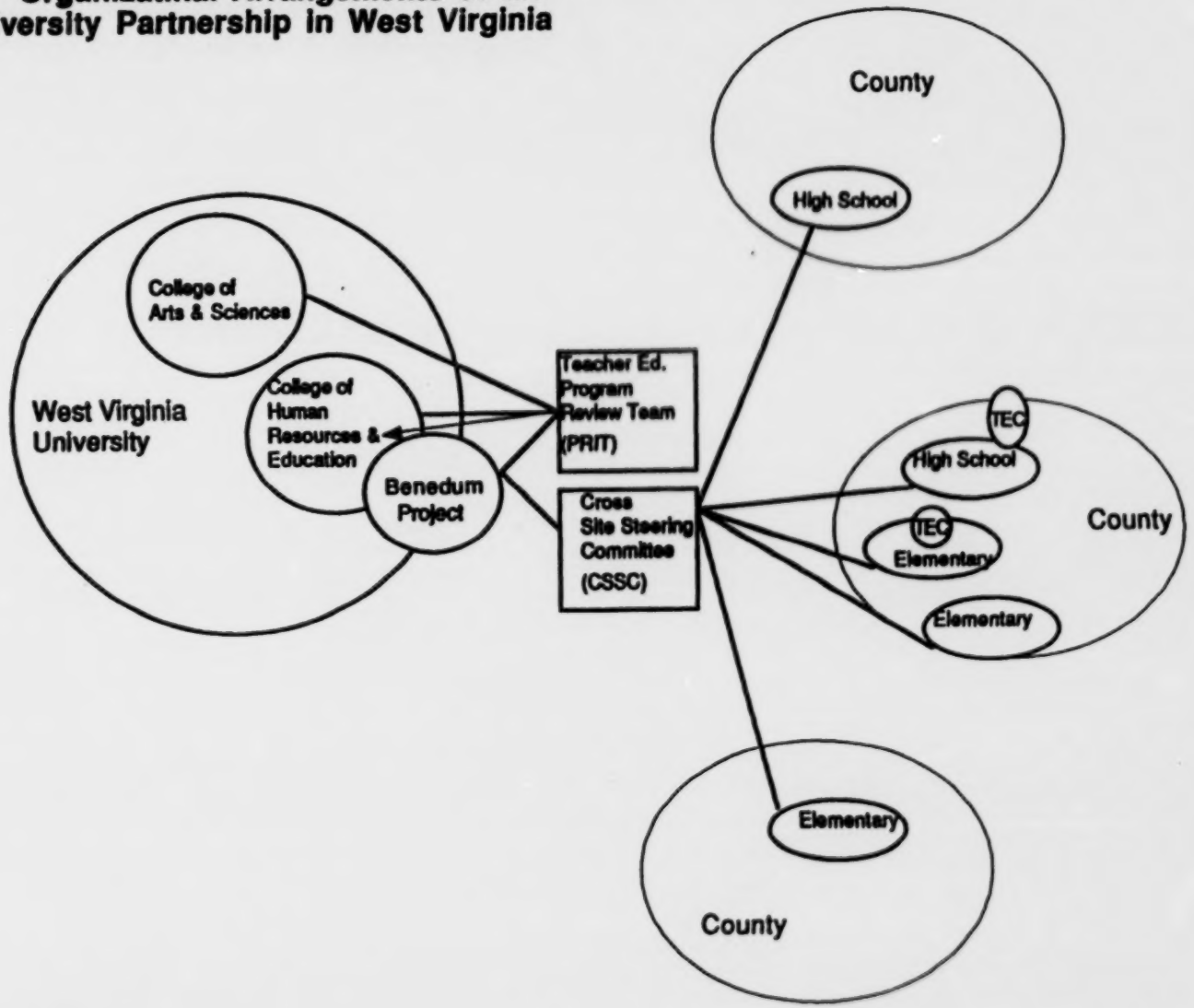
education as one of five strategic goals for the University. He wanted this reform effort to be a university-wide endeavor. The dean of the College of Human Resources & Education (HR&E) seized the opportunity to initiate an effort to redesign the teacher education program. The commitment to reform was reinforced when WVU joined the Holmes Group, a national consortium of universities committed to the improvement of teacher education through the development of Professional Development Schools (PDS) in public schools..

A major grant from the Benedum Foundation was obtained in 1988 to launch the Benedum Project. The project's goals are directed at simultaneously and collaboratively redesigning teacher education at WVU and developing professional development schools. The project established five professional development schools in 1990, and has added eight more in 1994.

The Benedum Project is both the youngest and smallest school-university partnership, and has the least established structure. Figure I-3 illustrates the structure that was most prevalent during the period of study, but the structure has changed during its six-year history, with another transformation currently under way. The Project began within the dean's office in the College of Human Resources & Education (HR&E), then moved out to a more peripheral position, but still within the College. The school-university tie is a direct one: the county, or district offices of education, while supportive and significantly involved in the planning stages, have not been central participants in the partnership.

The Benedum Project was for most of its history coordinated by three professional staff members, an administrative assistant, and a few graduate students. They established two decision-making bodies, the Cross-Site Steering Committee (CSSC), and the Program Review & Integration Team (PRIT). The CSSC was cochaired by one school-based educator and one university-based educator, and served as the

Figure I-3: Organizatinal Arrangements of the School-University Partnership in West Virginia



Legend

TEC = Teacher Education Center

decision-making body for Professional Development Schools. Like the other two sites, the professional development aspect of the initiative has been heavily school-oriented, but unlike the others, not school driven. The second governance structure, the PRIT, was established to guide the reform of teacher education. It also had representation from both HR&E and the PDS sites, but also from the College of Arts & Sciences — a unique feature of the Benedum Project is its broad-based university participation in the reform. This is the only site where there has been substantial participation from departments outside of education.

Like the Southern Maine Partnership's educator groups, the CSSC also created opportunities for numerous school-to-school linkages, which produced an Elementary Teacher Network to support teacher-to-teacher connections across school districts. The Benedum Project staff facilitated the development of many individual school faculty-university faculty collaborations, relationships that were strengthened by common interests and good ideas.

The PRIT was most active during the first few years of the partnership, when it coordinated the work of numerous ad hoc committees working on different aspects of redesigning the teacher education curriculum. After having completed the "grand scheme" of the design, work on the teacher education redesign slowed and the PRIT's role was diminished. Control of the teacher education work was moved from the Benedum Project, and a new governance structure was emerging, the coordinating council for teacher education within the College of HR&E, with participation from a few key Arts & Science and school-based educators.

The most significant role of school-based educators in the reform of teacher education has been the development of two Teacher Education Centers (TECs). These centers, largely designed and coordinated by the school-based teacher educators, with strong support from one WVU faculty member, are viewed as the prototype for

field placement experiences within the new program.

The two distinguishing features of the Benedum Project are that it was initiated as a university-wide project with substantial participation from academic disciplines across campus, and that it has evolved as almost two separate reform agendas: the development of PDSs and the reform of teacher education. Although there is significant involvement of some school faculty in the teacher education reform, and significant involvement of some university faculty in the school reforms, the two efforts remain fairly separate.

I. Cross-Site Analysis: Descriptive Findings

The purpose of this section is to put together the lessons learned from each of the school-university partnerships. The selection criteria ensured that each case was indeed a variation of the same phenomenon — a school-university partnership engaged in comprehensive reforms that address the entire teacher education continuum, from preservice preparation to the ongoing learning and working conditions of experienced teachers. Each site has a commitment to inquiry, reflection, and research, and the partnerships have developed new ways of working that have become mainstream activities for their member organizations. In addition, each partnership had been in existence for at least five years, long enough to learn from their efforts.

The task of the cross-case analysis is to identify the similarities and differences that will be instructive to future collaborative reform efforts. The best way to learn how systems were created to address local needs and circumstancesis to read the individual cases (Volume II).

The analysis begins with the descriptive findings, organized around the seven elements of reform identified in the conceptual framework: the vision guiding them; the leadership driving them; the knowledge and research/inquiry foundation upon which they are built; the strategies used to implement them; the opportunities for learning needed to sustain them; the mechanisms for communication used to coordinate them; and the organizational arrangements designed to support them. Each independent variable is addressed in terms of general findings across sites and then by the specifics of each site.

I. 1 Vision of Learning. Senge (1990) has written extensively about the power of both personal and shared visions in creating learning organizations.

When people truly share a vision they are connected, bound together

> by a common aspiration. Personal visions derive their power from an individual's deep caring for the vision. Shared visions derive their power from a common caring (....) A shared vision is a vision that many people are truly committed to, because it reflects their own personal vision. (p.206)

A consistent theme observed across each partnership and its member organizations is a dominant shared vision that goes to the heart of what educators do — they are teachers, committed to improving learning for all those they teach. In each initiative, there is a focus on developing lifelong learners, first among teachers, with the expectation that teachers will instill the same values and behaviors in their students. The emphasis on reform in teacher education is directed toward the same mission. The degree to which these goals are integrated across organizations varies across sites.

I.1.1 Toronto

Within the Learning Consortium, a consistent theme across the member organizations is improving the quality of learning for everyone, but the primary focus has been on the learning needs of experienced teachers and administrations. The expectation is that improving instructional practices will lead to improved student learning in schools. The Learning Consortium's vision of learning is the transformation of schools, districts, and faculties of education into places of continuous learning through "interactive professionalism." The focus is on developing educators into lifelong learners by linking preservice, induction, inservice training, and leadership to school development.

Consistent with the vision of the Consortium, the vision within FEUT is to strengthen the faculty's capabilities in field-based research and practice, and to make partnership with schools a way of life (Faculty of Education, University of Toronto, 1995). FEUT is attempting to strengthen the teacher education curriculum

with the addition of new faculty who have strong research skills, subject matter expertise, collaboration skills, and who are committed to field-based applied work. This vision is more specifically spelled out in the elementary Learning Consortium Preservice Program, where the vision focuses on the creation of strong professional communities based on collaboration and reflection.

Similarly, in the affiliated districts, the visions are focused on student learning, to educate every child by turning the organization chart upside down, placing students at the top and reorganizing central services and resources to provide direct support for learning in individual schools. Within the two districts studied, the most dynamic schools were focused on putting the needs of the students first, and empowering students to develop as lifelong learners.

I.1.2 Southern Maine

In the exemplary schools studied in Southern Maine, the commitment to student learning is pervasive. One of the first reason that educators came together in the Southern Maine Partnership's focus groups was to examine the principles of child development and learning. Renewal efforts within the SMP and the member districts have focused on rethinking curriculum, instruction, and assessment with an emphasis on how students learn, and the development and use of assessment tools appropriate for new conceptions of teaching and learning.

The new teacher education program is based on the belief that "[e]ffective teaching is grounded in knowledge, experience, critical reflection, and a commitment to preparing children and youth for the future (....) Teachers and students together foster a lifelong pursuit of learning which encompasses personal growth and global awareness" (College of Education, University of Southern Maine, 1994). This focus for teacher learning is directly tied to student learning in Gorham, where a primary aim of the program is for each intern to develop a personal vision

of teaching and learning. The site coordinators want interns to know their students and how they learn. The coordinators guide the prospective teachers' development by emphasizing the inclusion of student work in intern portfolios. This requirement also serves to build a "body of evidence," documenting the interns development as a teacher.

In the schools studied, the focus on student learning is a dominant theme. Teachers know each child and their learning needs. Their love of teaching is apparent in their interactions with students, in staff meetings, among colleagues before and after school, and in their commitment to continuous learning, as evidenced by their participation in a wide variety of professional learning experiences.

I.1.3 West Virginia

In West Virginia, while there is a consistent thread in the focus on learning outcomes, the emphasis differs depending on clientele. Even within the Benedum Project, the visions for teacher education in the College and for PDSs are related, but not integrated. The vision of the partnership organization is to make teacher education more intellectually sound, and to establish professional development schools that are good places for both K - 12 students, preservice teachers, and practicing teachers to learn. As a whole, the college of HR&E's vision focuses on the preservice side, through the integration of content and pedagogy, bridging the gap between theory and practice. There is a small group of faculty, however, who have invested heavily in both branches of the dual agenda, working closely with schools on their development, as well as working with colleagues in the university to redesign teacher education. Within the PDSs, there is a clear focus on enhancing students' motivation to learn, toward developing lifelong learners. The strongest integration of the two visions was found within the Teacher Education Centers,

where the site coordinators have embedded the school's vision into a commitment to provide quality preservice experiences.

Not only does there not appear to be a shared agenda among the university and the school faculty, there is also a significant difference between the university and the schools who own the vision. Within the schools, there is shared ownership and commitment to the schools' visions. Within the HR&E, a shared vision is currently lacking. In the beginning of the project, there was substantial excitement and participation in the redesign effort, but enthusiasm has diminished. The "official vision" on paper is not owned by the faculty. Most faculty were unable to define a clearly articulated vision of the college or its teacher education program.

I.2 Leadership It is appropriate for the issue of leadership to follow directly the discussion of the partnerships' visions of learning, as vision is a critical aspect of leadership. Senge (1990) described three essential capacities required in leadership of a learning organization: leader as designer, leader as steward, and leader as teacher. In the role of designer, the "leader's task is designing the learning process." (p.345). Designers are responsible for making sure something works in practice. That requires that leaders oversee or "steward" the broader purpose and direction of the organization. This is where vision is so crucial; "the vision is a vehicle for advancing the larger story." (p.351) Leaders must also be teachers to help others understand the systemic forces that shape change, and to foster learning in others.

Across the sites, the importance of multiple leaders among the various organizations and shared leadership within the partnership organization were prominent themes. In Toronto and Southern Maine, leadership has spread within the partnership organization, the member districts, and partner schools. Dispersed leadership has strengthened shared ownership of the partnership's mission,

enhanced commitment to the goals, and expanded the network of expertise from which all partners benefit. In Southern Maine, the emergence of a broad base of leaders has enabled the partnership to thrive even in the face of substantial turnover of leaders. The numerous leadership changes occurred in West Virginia prior to the development of leadership across organizations proved to be highly disruptive.

I.2.1 Toronto

Toronto has experienced remarkable leadership stability during the life of the Learning Consortium, and has benefitted from strong leadership at many levels, within the Faculty of Education, the Learning Consortium, the school districts, and in individual schools. Common characteristics found among almost all of the people in leadership positions are that they are well respected inside and outside of their organizations, they are accessible, they have a clearly articulated vision, and they are comfortable with and visibly involved in change. They recognize "readiness" in individuals and situations, and act by encouraging others to assume leadership roles through the development of a critical mass of expertise.

Two examples demonstrate the role of these characteristics in leadership, one at the individual level and one at the organizational level. The dean of the faculty of education played a prominent role in the establishment of the Learning Consortium. In the first year of the partnership, he attended all of the Planning Committee meetings, took an active role in the first Summer Institute, generously shared with board representatives his own writings and those of other scholars, and played a significant role in shaping the vision and direction of the partnership. As the other partners in the Consortium developed a strong shared sense of direction, they increasingly assumed leadership in developing the Consortium agenda, and leading its initiatives. While still an important presence in the partnership, the dean has

been able to "fade" into the background.

A shared vision of school improvement is now evident in the partnership organization. The Consortium itself has provided leadership in the development of professional development models for a range of teacher development efforts: cooperative learning, conflict management, induction, change management, evaluation and assessment, antiracist education, etc. The collective expertise of Consortium partners developed the initial models. When substantial additional expertise had been built within the individual boards, district personnel took over subsequent development. In this way, Consortium-related developments have been interwoven with board initiatives by integrating or adapting LC initiatives to enhance board priorities. The result has been greater coherence of staff development programs and integration of staff development with broader board goals.

The attention of the Consortium to local needs and priorities of its members has helped to create commitment to the partnership and to encourage local initiative. Each of the boards brings to the partnership its own areas of expertise, and many leaders have emerged to spearhead initiatives. In addition, a strong nucleus of leaders has developed within the boards (many of whom were part of the original cohort who participated in the LC's Training of Trainers Program) to steward district programs.

It is important to note, however, that while leadership has spread, the association with high-profile "famous people," who also are accessible and effective in working with constituents, has been an important psychological association for the Learning Consortium. There is always a danger that when a charismatic leader departs, the vision and energy will dissipate. The partnership has not been subject to that test yet, but participants in each member organization questioned the longevity

of the partnership if such an event was to occur.

I.2.2 Southern Maine

In contrast to Toronto, there have been numerous leadership changes during the ten years of this partnership, and thus far the college of education, the Southern Maine Partnership, and ETEP have been resilient, largely because the critical functions of leadership remained the same, even when individual leaders changed. The philosophy of education has been amazingly similar from one leader to the next. The new dean's philosophy was compatible with his predecessor's. There has been a consistency in philosophy and collaborative attitude among the two directors of the SMP, both placing a high value on teachers' expertise. Leadership in the schools is broad-based, with many teachers assuming critical leadership roles in both building and district initiatives, making changes in leadership less disruptive.

A good example can be seen at White Rock School, where the principal had a lot of faith in the teachers and was really committed to empowering them. According to the teachers, the principal would not make decisions; he made *them* make them. He would always tell them, "It's only going to work if you work it out." Teachers remarked that, "Sometimes it was really frustrating, but it was good for us. We really grew. It encouraged discussion and we learned how to work together." When they learned that they won't have a principal next year due to budget cuts in the district, there was no panic. When asked if they needed one, they said, "No. The teachers already run the school."

What has been important in these situations goes beyond individual characteristics to the development of people with knowledge, attitudes, and skills necessary for sustaining the partnership and fulfilling its mission. Effective leadership was characterized by a consistent vision, providing direction within one's own organization, as well as building bridges between organizations with similar

goals. This required attention to local norms and local concerns and building structures within the partnership that were responsive to the needs of all members. Effective leaders developed extensive networks and worked at strengthening those relationships to increase both commitment to the cause, and the potential for securing additional resources. Commitment was developed by providing opportunities for all sectors to be involved in a substantive way, ensuring reciprocity of benefits, and encouraging leadership development in others. Individual leaders, while major influences, were able to "fade" into the background once they had established new norms and behavior patterns to routinize new ways of working within and across organizations. And yet, they were also astute enough to recognize when it was necessary to step back into leadership roles to maintain a focus on the goal, or to establish new directions.

I.2.3 West Virginia

The lack of consistent leadership has been a disruptive force within the West Virginia initiative. It has not only been a result of changes of the individuals who held leadership positions, but rather changes in the function and style of leadership that have created the disjuncture. The differences in leadership within the College of HR&E were consequential. The dean who initiated the reform effort was described as "really committed. She attended every meeting. There was also a commitment to collaboration." The subsequent dean has consciously taken a "behind the scenes" approach, choosing to work on the political and financial issues within the university and with the funders, which are also critical to the success of the reform initiative. The lack of visible participation on the part of the college has, however, been interpreted by school-based people as a lack of interest. Concomitantly, the level of involvement in the reform within the university, College of HR&E, and at the district level has decreased.

Within the PDS sites, leadership has expanded with the emergence of a number of teacher leaders. While the building administrators in each of the schools are committed to change and are actively involved, many teachers have assumed significant leadership roles within the school, in the cross-site organization, and on university committees.

Within the Benedum Project, efforts were made to establish shared leadership by setting up governing bodies with representation from all stakeholders and norms of shared decision-making. However, those governance structures each managed particular aspects of the reform initiative, while administration of the overall project operations remained centralized within the Project staff. Eventually the lack of communication and understanding of the project's long-range plans and course of progress resulted in such strong dissatisfaction with the Project leadership among some sectors within the HR&E faculty, that the project director and associate director eventually resigned. New governance structures for the project are being developed, and a search has begun for a new director. During the difficult transition period, the lack of visible leadership has resulted in frustration and low morale.

I.3 Strategies for Reform

The dominant strategy for education reform in all three partnerships has been to invest heavily in K - 12 teacher development as a strategy for improving student learning in schools. Because of each initiative's commitment to research-based change and reflection, they share many common characteristics. Their efforts to support teacher development reflect a common belief that teaching is a professional activity that requires advanced levels of expertise to effectively guide the growth and development of children (Clark & Astuto, 1994). One of the striking similarities is the extensiveness of professional development opportunities, and the consistent alignment of those opportunities with building or district goals. There is

also a noticeable absence of dissatisfaction that is so common with traditional "inservice training."

The partnerships' strategies for inservice training and ongoing professional development of practicing educators also share many common features: collaborative school-university research and development projects, coteaching university courses, new teacher leadership opportunities, and extensive ongoing learning opportunities through discussion groups, professional networks, institutes, and university-sponsored extended education offerings. There is also ongoing support and technical assistance to facilitate implementation of new strategies in individual classrooms.

In their reform of preservice programs, the initiatives have stimulated similar changes. Each teacher education program is using a cohort model of teacher preparation, where groups of students learn together in university courses and in the field. Each of the new programs includes extensive field practice, selective admissions standards, increasing requirements for initial certification (e.g., Bachelor's degree in another discipline, longer teacher education programs), school-university partnerships to enhance the connection between theory and practice, training and socialization into a culture of inquiry, reflection, and collaborative practice, and careful assignment of student teachers to schools where "best practices" are modeled.

Each of the partnerships has sought university faculty participation in partnership programs, and for many who do get involved, these forums have provided important professional learning. University faculty involvement, however, has not been broad-based, and few formal professional development opportunities have been designed to address faculty needs. Some more informal efforts have been established through study groups and "brown bag" lunches to encourage faculty development. Developing the skills and competencies among a sufficient number of

faculty, which will be required to implement the ambitious new teacher education programs, remains a challenge in all three universities.

I. 3.1 Toronto

Within the partnership organization, the strategy of professional development has been fairly traditional inservice training, but not of the one-shot variety. The focus has been on linking teacher development to school improvement by increasing instructional effectiveness, with the expectation that enhancing teaching skills will lead to improved student learning. The major vehicles have been workshops, conferences, and institutes that are designed to incorporate principles of effective professional development practices (Joyce & Showers, 1988). Follow-up was provided both through ongoing Consortium activities and by the infrastructure developed in each board to support local school improvement. For each Consortium partner, Learning Consortium initiatives have developed differently, influenced by factors such as their particular organizational culture, previous history of staff development, and board priorities.

While the FEUT faculty are invited to all Consortium events, and Learning Consortium activities have been vital professional learning experiences for a small number of faculty, participation has not been widespread. For those who have attended, some noted the power of mutual learning among experienced teachers. Within the university, the professional development strategy for FEUT faculty has been slower to develop but has been more collegial, utilizing an infusion of new faculty with different skills to create a situation of "positive contagion." "Job talks" from prospective candidates and discussion and study groups on new ideas have begun to change the culture of the faculty. Within the Learning Consortium preservice option, the program has also focused on learning from peers through collaboration. Portfolios and reflective writing assignments have been used

effectively to stimulate collegial conversations. Joint learning opportunities for preservice and associate teachers have also fostered collegial relationships among novice and experienced teachers, and have contributed to the socialization of future teachers into teaching as a collaborative enterprise.

I. 3.2 Southern Maine

Norms of collaboration, critical dialogue, and reflection among peers were acquired early on in Partnership activities, particularly in the educator discussion groups. The impact of these traditions of critical reflection within the Southern Maine Partnership on the culture of its member districts and schools is evident. These same norms are now operant within the individual schools studied, where peers within the same building are now the dominant source of professional development. One teacher noted that, "Some of the best inservice training we have had was teachers within the school putting on a bunch of mini workshops that their colleagues could choose from. They seem to really value the voice of experience."

The strong professional networks that have developed both within Maine, through Partnership activities, and across the country are also important sources of growth for districts, schools, and individual teachers in their own schools and districts and beyond. These resources have also helped create many new roles for teacher leaders. Teachers have assumed roles as teacher-scholars, site developers for district reform initiatives, coinstructors for university courses, and cosite directors for USM's teacher education program. Teachers have engaged in collaborative research, have become trainers for other school districts, and have presented at professional conferences.

Mentoring future teachers has also been an important vehicle for professional development. In addition to sharing new ideas, many teachers found that it stimulated self-reflection and improved their own practice. Experience with

professional development opportunities has been incorporated into student teachers' learning experiences as well, socializing them into the practice of ongoing learning. One student teacher remarked that she was impressed with the way her cooperating teachers were constantly learning: "the way they dialogue with each other, share ideas, constantly looking for new ideas, they go to workshops, they *even* listen to *my* ideas."

I.3.3 West Virginia

The Benedum Project has offered many new learning and leadership opportunities for teachers. They began with training to build the capacity across Professional Development Schools (PDSs) focusing on vision building, strategic planning, and grant writing. Additional professional development opportunities have been designed based on building needs, to support individual school improvement plans. Teachers have served on-site steering committees, as well as co-chaired the cross-site steering committee (an organization of representatives from all of the PDSs and the university). Teachers have presented their work at conferences, with some becoming facilitators for professional development both inside and outside of their schools. Teachers also assumed critical roles as site coordinators for preservice teacher education, or coinstructors for teacher education courses. Mentoring student teachers also provided important professional development for experienced teachers. The Benedum Project supported an elementary school teachers' Professional Development Network, which was teacher-driven, giving teachers the opportunity to discuss research, examine new practices, and bring in guest speakers. In addition, the Benedum Project also facilitated collaborative work between individual teachers and university faculty to develop curricula for new courses in astronomy, micro-scale chemistry, community-based chemistry, and computer programming.

Some faculty development activities were organized during the first few years of the project. The university committed $50,000 per year to support teacher education reform. These funds were used to promote collaboration across campus through various professional development experiences. The funds were used to send interdisciplinary groups of faculty members to Holmes group meetings. The Project also sponsored discussion sessions organized around themes to encourage the development of pedagogical content knowledge. The goal was to get faculty to experiment with their university courses to blend the "what" and the "how" of teaching. The university funds were also used to support pilot projects in developing new curricula. Some additional training has been conducted to enhance faculty skills in the use of instructional technology. But the range of skill and knowledge among the existing university faculty varies widely, with only a small number having demonstrated credibility with school-based educators. As noted in *A New Vision of Teacher Education at West Virginia University*, "We have very few faculty members whose backgrounds fully prepare them to teach the desired content, employ the desired strategies, and incorporate new technologies" (p.54). The recruitment of new faculty who possess the requisite knowledge and skills is one strategy the college has used to address this problem.

I. 4 Opportunities to Learn Fullan & Miles (1992) note that "change is resource-hungry." Change requires additional resources for training, substitutes, and above all, time to learn. Time requires both money and energy for the extra work of reform on top of one's regular job. While each of these reform initiatives have invested heavily in teacher development and have provided numerous opportunities for professional growth and learning, for the most part these opportunities remain add-ons to full-time professional responsibilities. Only in Southern Maine have schools redesigned their school day to build in regular professional learning opportunities.

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Support for ongoing professional development has also been provided at the district level by redesigning roles (e.g., teacher-scholars, site developers) to enhance collegial interaction. In all three sites, expanding networks of educators within the partnership and beyond are increasingly recognized as important learning opportunities. The networks also help extend the capacity of educators to acquire additional resources to support continuous development.

I. 4.1 Toronto

Throughout the partnership, the opportunities for learning are varied and plentiful, many of which were discussed in the previous section. The Consortium and its member boards are beginning to move from a top-down, centrally controlled model to tailoring more toward individual school needs. While the Learning Consortium continues to be a catalyst by providing centrally organized, large-scale learning opportunities such as the International Conference on Evaluation (ICE), the districts have used these events to seed new initiatives within their own boards. For example, in North York, 100 people from the board attended the ICE conference and they all continued to attend building-based follow-up sessions designed to facilitate implementation of performance-based assessment and portfolio assessment within the District's larger systemwide testing program.

Increasingly the Consortium has recognized the professional development value of providing teachers with opportunities to talk to other teachers, to share personal experiences with change and new instructional practices. To promote this kind of interaction, the Consortium has tried to highlight "best practices" at workshops and conferences in a less formal setting. The Consortium has also sponsored a Mini-Projects program to encourage collaborative projects across organizations within the partnership. The criteria for awarding funding required that the project support teacher development and school improvement, and that they

involve people from at least two Consortium partners.

An outgrowth of the Learning Consortium's successes and growing reputation has provided an opportunity for establishing linkages with other groups outside of their member organizations. They have cosponsored with the Ontario Secondary School Teachers' Federation a Stay in School Project, and the International Conference on Evaluation brought exposure to researchers from all over the world. The "UNITE" project, a foundation-funded collaborative effort to develop teacher preparation programs for urban schools, has brought the Consortium in contact with eight other university teacher education development efforts in the United States and Canada.

Additional connections with outside groups have developed within individual boards. Durham has developed a cottage industry that provides training in cooperative learning and classroom management. They have developed cooperative arrangements with educators in Vermont, Holland, and elsewhere. For example, in Vermont, Durham provided classroom management & Cooperative Learning training, and they learned about portfolio assessment from educators in Vermont.

The four Consortium boards have always provided extensive professional development activities, but economic constraints in recent years have reduced the amount of training they are able to provide. Consequently, the Consortium members are now exploring ways of providing cost-effective staff development. Among the schools visited, no structural changes had been introduced to build professional learning into the regular school day. In a few schools, however, a culture had developed where they utilized team meetings, planning time, and staff meetings for sharing and discussing new ideas to learn from one another.

I. 4.2 Southern Maine

The gift of time to learn has been a critical factor in the ongoing professional

development of educators in Southern Maine. This gift has often been the result of temporary grant funds, but the recognition of the importance of time was demonstrated when districts built into their schedules regular times for teachers to meet, and when positions such as teacher-scholars in Gorham and the ETEP school-based site coordinators were institutionalized. Southern Maine is also the only site where schools have redesigned the school day to include routine time for adult learning. New Suncook School and Gorham High School have extended their regular school day to allow a few hours every week for professional development. The commitment to ongoing learning exists without money to "buy time," because the learning opportunities are so closely tied to issues that are critical to what the educators do — focus on improving learning for kids.

The impact of the norms of collaboration and critical reflection developed in the SMP have produced strong collaborative cultures in individual schools. At the end of each day at White Rock School, teachers open up the movable walls of their classrooms and talk about lessons they are working on, concerns about individual students, and problems they are trying to solve. During the day, extensive team teaching occurs across the school. At New Suncook School, a student intern observed that teachers never complain in the staff room. If a problem has developed, the conversation is always focused on how to solve it.

The Southern Maine Partnership provided important opportunities for university faculty to learn as well. Because of the close ties with schools and districts, the university teacher educators share in many of the same learning opportunities with their school-based counterparts. The university ETEP coordinators noted how much they have learned from the regular interactions with teachers in their classrooms. Within the college itself, few opportunities have been developed to address faculty development.

I.4.3 West Virginia

The Benedum Project developed a grant process to enable schools to submit proposals to the Project to support projects within their school. A grant writing course was offered to help all school staffs in this process. The grants then became a major mechanism for supporting a range of professional development opportunities for teachers: attending conferences, providing summer support for curriculum development, visiting other schools with innovative programs, and buying release time for teachers to work together on new programs.

Money has been critical to the reform effort in West Virginia because it bought time to work that was not part of educators' regular job. The symbolic value was often more important than the material value. Usually university and school faculty invested much more time than they were compensated for, but the stipend was an acknowledgment that their work was valued. The problem is that there have been no organizational changes to institutionalize these learning opportunities. For example, Morgantown High School created a novel idea, calling two "Snow Days" in September. They obtained district approval to declare a snow day and let the students stay home. The day was then spent on staff-designed professional development. These, however, were special events, requiring additional resources. The schools have not developed ways to build these activities into their "regular" work, utilizing their own expertise within existing budgets. However, teachers have found ways to build on professional development experiences supported by external funds. One summer a dozen teachers learned LINKWAY, a multimedia computer program, and this group became the core resource for teaching their colleagues during lunch hours and after school throughout the school year. The use of technology has been embedded in courses across the curriculum.

The development of PDSs has significantly improved the learning

opportunities for student teachers during field placements. In these schools, student teachers use technology, participate in professional development activities and restructuring efforts, and learn innovative teaching practices that are not part of their university education. The types of learning opportunities for kids that student teachers are exposed to in these schools provide powerful lessons. One student teacher said he learned that not everyone learns in the same way, and that you have to try multiple methods to reach all the kids. He hadn't realized this before. He also said that he had learned that kids were capable of a lot more than he thought. He hadn't given students enough credit. He wanted to be sure to give all students a chance to experience success, but now he tried to challenge them more than he did before. He found he could often move faster than he had planned.

I.5 Research & Inquiry Base Fullan (1993) defined inquiry as "internalizing norms, habits, and techniques of continuous learning." (p.15) Becoming a lifelong learner is a way of life that requires socialization into a range of practices: reading the research literature, keeping a personal journal, participating in professional organizations and collegial dialogue, questioning persistently, and engaging in action research (Goodlad, 1994). Senge (1990) described the phenomenon of "reciprocal learning," where everyone makes his or her thinking explicit and subject to public examination. This practice reflects the type of culture each of these partnerships have tried to promote, where educators begin to explore the thinking behind their views, the deeper assumptions they hold, and the evidence upon which they base views. In a culture committed to inquiry and reflection the goal is to understand the source of problems and to find the best solutions, if not by conducting empirical research, at least by scrutinizing existing research and available data.

In all three sites, the influence of the university has contributed to a deeper understanding and appreciation for research. School-based educators are becoming

critical consumers, and in some cases, participants in research. Habits of inquiry are less pervasive, with the exception of Southern Maine. Asking critical questions of self-reflection is still unusual, especially at the university level. Only the small elementary pilot preservice program incorporates demanding content and fosters collaboration and reflection, while modeling exemplary instructional practices. A continual challenge remains in all three sites to upgrade the content and methods of instruction in preservice teacher education.

I.5.1 Toronto

There has always been a commitment on the part of the Consortium to evaluate all of its programs to determine their effectiveness, and to identify needed changes and improvements. There has also been a commitment to disseminate what has been learned through the partnership. A substantial amount has been shared through articles, presentations at conferences and workshops, and in-house reports. Although research has not been an integral part of the work of the Consortium, this aspect is growing. Increased awareness and expertise in the boards have facilitated this focus. There has been fruitful cooperation in a few cases, but the affiliation with FEUT and OISE has not had a big impact on the boards. FEUT has not had a focus on research, and OISE, which has a strong tradition in research, has not been an active participant in Consortium initiatives. A few OISE faculty have conducted some collaborative research in Consortium boards. One of OISE's contributions was an attempt to establish a field-focused doctorate to create stronger ties between educational research and the practical work of schools and school systems. The program, however, never really got off the ground. Similarly, while the research emphasis is growing within the Faculty of Education, particularly among the new faculty, there are still very few who do empirical research. The affiliation with the university has, however, increased board awareness and exposure to the literature.

Board participants are becoming critical consumers of the knowledge base, although very few are actually conducting inquiry-action research. It is a beginning and a significant step forward — having developed an appreciation of research where there was none before.

What the Learning Consortium has provided the FEUT faculty is access to schools. There has been some teaming with schools on joint research projects. The FEUT coordinator has introduced substantial inquiry/reflection into the elementary preservice option. The program requirements structure activities that socialize students into the norms of collaboration. For example, student portfolios must cover three general areas: pragmatic, theoretical, and experiential. In addition, students are required to share their reflective writing with others — colleagues, associate teachers, or university instructors — and to get feedback in writing on their ideas. This has proved an effective vehicle for stimulating dialogue and identifying common areas of interest among colleagues. This is an example of the need for pressure and support in early implementation of change initiatives that Huberman & Miles (1982) described. Student teachers did not feel coerced, as they found the practices to be beneficial. In the new two-year program, there will be more opportunity to focus on the development of inquiry skills.

I.5.2 Southern Maine

There is a strong tradition in Southern Maine of engaging in critical dialogue and reflection — once again, the legacy of the early educator discussion groups. Some schools are becoming more involved in action research and evaluation of their programs. School-based educators are knowledgeable, well-read, and quite critical consumers of research. Exposure to a broad range of national efforts in school reform has continued to stimulate new ideas and foster continuous improvement.

In the teacher preparation program, training in inquiry and action research

is not rigorous and in many cases is completely absent. Where journals are required, they are a valuable tool for reflection, but they are used inconsistently from site to site. Some sites require them, some recommend them; when they are not required, students don't do them. Student teacher portfolios are also a tool used to stimulate self-reflection to varying degrees, depending on the structure and intended purpose of the portfolio. Student teachers are also socialized into a culture of continuous learning through their immersion in schools where the practice is pervasive.

The tradition of self-reflection remains much stronger in the school and in their intersection with university faculty than within the college of education itself. According to student teachers, the quality of university course work is inconsistent and lacks rigor, and within the college faculty little basic empirical research is done. It is surprising how little documentation exists, given the ten-year history of this remarkably successful partnership in education reform.

I.5.3 West Virginia

One of the beginning stages of redesigning the teacher education program at WVU was an in-depth exploration into curriculum, pedagogy, theory, and practice. However, it was also a fairly conservative process in the views of some of its participants. One faculty member felt that, "unless professors have gone through the reconceptualizing process themselves, critically questioning their own practices, then things in schools aren't going to change." The college has not developed a culture of critical reflection that might lead to new ways of working.

In the current teacher education program, according to student teachers, the quality of university course work is inconsistent and lacks rigor. Preservice students described much of their university course work as "busy work" and "lacking challenge." "It wasn't hands on, faculty didn't model what they were teaching (with one exception). You don't "do" things at the university, you only talk

about it." Training in research and inquiry is largely absent. The design of the new program incorporates a number of new areas that are not currently part of the teacher education program, (e.g., inquiry and action research, multiculturalism, and the use of technology). Whether the new program significantly improves the learning experiences of student teachers is an open question — it has yet to implemented.

At Morgantown High School, many individuals have become involved in researching new practices, changing their own, and evaluating the effects of those changes. Among those teachers who have been active participants in PDS activities, a commitment to continuous learning is evident. These developments, however, have not made widespread cultural change in the school. There is little discussion of curriculum or instructional strategies in either department meetings or in the faculty senate. The fact that there are two separate governance structures, a PDS steering committee and the faculty senate, indicates a lack of integration of the PDS concept as a learning organization into the school as a whole. As some reforms have become schoolwide efforts, gradually more faculty are getting involved, but in such a large school, changing the culture takes time. MHS has made a significant start.

In contrast, there has been a significant cultural change at East Dale Elementary. There, PDS involvement has changed the way teachers think about teaching. Teachers really read all the material and digest it before they come to a steering committee meeting so that they can use the time productively in the meeting. They are excited about learning new ways to provide meaningful learning opportunities for their students. It is a school where almost everyone participates. Participation in the Benedum Project is such a dominant focus in the school that one teacher commented that "the attitude is so pervasive now that if someone is not 'on board' that person will feel pretty left out, and will either join in or leave."

I.6 Communication The establishment of school-university partnerships necessitates blending two distinct cultures. This challenge requires that structures are built, lines of communication are established, and working relationships and collaborative processes are nurtured (Sirotnik, 1991). All partners need to learn the vocabulary, priorities, and concerns of all other parties. Understanding the perspective of others is critical to the resolution of conflict, and the development of a shared vision that will address mutual objectives.

Two-way communication about innovations that are being attempted is a requirement of success. Fullan and Steigelbauer (1991) contend that, "to the extent that the information flow is accurate, the problems of implementation get identified. This means that each individual's personal perceptions and concerns — the core of change — get aired" (p.199). Assurances that everyone's voice is heard and that information is shared widely are critical, as information is the essential ingredient in the learning process (Robinson & Darling-Hammond, 1994).

In all three sites, the importance of communication is most evident when there are breakdowns. A lack of communication across organizations resulted in inconsistent quality of university courses, dissatisfaction with school-university relations, and frustration with direction and pace of progress with the reform initiative.

I.6.1 Toronto

The strong network of professional relationships that has developed among the members of the Planning Committee has facilitated communication. (People return phone calls!) Members share information liberally and utilize one another's expertise. Building on the strong ties among Planning Committee members, the Learning Consortium has used the hierarchical structures of the boards to communicate, but the linkages weaken the further they are from the source. For

example, teachers in schools know little about either the Consortium or the University's activities. Within FEUT, the faculty receive notices of all Consortium events, but beyond a core of active participants there is little understanding of the scope of the partnership.

The physical distance between the member organizations also makes face-to-face communication more difficult. It can take two hours to drive from one end of the Consortium to the other — and that's when there is no traffic! Electronic linkages are developing, but are incomplete at this point. Within individual organizations, communication is quite strong, but it remains a challenge in the large boards. Central office staff take responsibility for disseminating Learning Consortium news to the school, and they make an effort to stay informed of developments in individual schools.

I.6.2 Southern Maine

Communication is quite strong within the districts, schools, and within individual ETEP sites. This is in part due to the small scale of schools in Maine, and the lack of bureaucracy, but is also due to the commitment to school improvement efforts. Innovations have spread rapidly, (as described in the Curriculum Unit Planning Template described in section I.7.2). Both districts have made strong efforts to increase parent and community involvement in education. Gorham is now linked electronically, and there is a significant effort to keep educators and the community informed. Fryeburg is working on connecting all the schools in the district through a computer network. The distance between schools there has made communication among schools difficult in the past.

Although within each ETEP site there is strong communication among coordinators, cooperating teachers, and student teachers, within the College of Education there is little communication between ETEP sites. There is little awareness

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of other sites' programs, as few courses are actually taught at the university. There is little quality control across the program.

I.6.3 West Virginia

Communication is inconsistent across the organizations involved in the partnership. The Partnership organization communication with the two PDS sites has been quite strong. Communication between the sites has been more difficult, in part because of the physical distance between schools. All of the schools now have internet access, and the Benedum Project provided Internet training, but facility with the electronic communication is still developing and it has not become a viable means of communicating yet. The PDSs do connect on a monthly basis through the Cross-Site Steering Committee meetings, and detailed minutes of CSSC meetings are disseminated to all organizations. In addition, a monthly newsletter is distributed to keep all organizations apprised of project developments. The project's communication on the university side has been more uneven.

Within the Teacher Education Centers, the communication between the school and the preservice program is very strong. Each of the schools has ownership of the program and is committed to maintaining strong coordination. In other schools, where there is no site-based coordinator, communication is often lacking. The College relies to a significant extent on graduate students to do much of the supervision and evaluation in the field. The perspective of both student teachers and cooperating teachers is that those infrequent contacts have not been meaningful.

Within the College itself, the lack of communication has been a constant problem. Those actively involved in committee work and planning are informed, but few of the others are. As the project's activities expanded beyond the planning stages, the tasks became more dispersed, with various groups working on different parts of the project. When this happened, the ongoing management and planning of

the project was largely handled by the project staff. Lack of communication about long-range planning resulted in frustration and dissatisfaction with the pace of progress, particularly within HR&E. There is no strong sense of direction within the College, and a lack of communication about decisions made within college have contributed to frustrations and dissatisfaction with the administration of the reform agenda. Many of the faculty have expressed uncertainty about what their role would be in the new program.

I.7 Organizational Arrangements Organizational arrangements encompass a wide range of structures: schedules, communication mechanisms, job responsibilities, reward structures, and working arrangements. As the primary strategy for reform in all three sites has been through professional development, organizational arrangements to support professional learning are paramount.

> Thinking of professional development as a problem of enabling teachers' learning and continued professional vitality focuses attention on the organizational conditions of individual development and the critical consequences of school-level choices — site-level strategies to engage teachers in learning and development in the context of their particular classroom settings. These site-level strategies are reinforced and enhanced by district-level or teacher-based policies that acknowledge the need for site- or teacher-specific professional development opportunities, convey high expectations and support for teachers' professionalism, and exploit the strengths of teachers' networks and professional affiliations. (McLaughlin, 1991)

Aligning organizations to support professional development requires both structural and cultural changes. The partnership ethic must be encultured at both individual and organizational levels (Sirotnik, 1991).

The cultural changes that promote mutual learning, questioning, and critical reflection in Southern Maine have pushed the development of organizational changes to support ongoing learning. In Toronto and West Virginia, where cultural changes are developing at the school level, professional development remains largely additional work, outside the boundaries of educators' regular job. Some

organizational changes have emerged (e.g., realigning the board's structure in Toronto) to support professional development in individual schools.

I.7.1 Toronto

As each of the boards matured in their own teacher development efforts, they began to think more comprehensively about systemwide change. An important aspect of the Consortium is that partners use the consortium to develop their own organizations, and each of the partners has used the partnership differently.

Halton had already engaged in a strategic planning process from 1986 - 88 prior to the establishment of the Learning Consortium. Halton began with the Effective Schools movement, which examined the school growth process. Before the Consortium, the Board had always had a focus on leadership development, shared decision making, and teacher development, and the Consortium idea came about at a critical time. In 1989, Halton was looking for a strategy to focus the school growth plans. The LC's focus on cooperative learning, emphasizing instructional strategies and classroom improvement, was the piece that had been missing.

North York developed its strategic plan in 1991 to focus on student outcomes in math and literacy. To support the board's focus, staff developers introduced content-specific, cooperative-learning training to integrate the Consortium initiative.

Similarly, with the appointment of a new director in 1989, Durham identified five strategic areas for their system plan. As a result of an external review in 1992, several recommendations were made to reorganize the structure of the board to provide more direct support to teachers and students in schools. Based on the belief that students need to be actively involved in learning, the Board's strategic plan emphasized instruction and school-based instructional leadership. Cooperative small-group learning became the core of Durham's efforts to expand the repertoire of instructional strategies of teachers.

The Consortium itself is looking at its evolving role to respond to changing needs of its members. Economic hard times have severely cut back the resources available for professional development in the boards. The Consortium recognizes the need to reconceptualize professional development, and the development of delivery methods that are cost-effective.

Within FEUT, the emphasis on the development of partnerships with schools, and the increased expectations of faculty in terms of research and fieldwork have challenged the traditional reward structure of the university. Some progress has been made in looking at new definitions of "scholarship," but the system is still fairly traditional.

Although the field-focused doctorate OISE established in Educational Administration never really got off the ground, its objective was to create a cohort of students who cultivated a research perspective while remaining focused on their practice in the boards. One faculty member thought that the experiment may have helped to loosen some of his OISE colleague's views about the structure of doctoral programs. For the first time, OISE now has a part-time administrative Ed.D program, making it more accessible to school-based educators.

These organizations are still evolving, but have made some important structural and cultural changes to support teacher learning through collaborations. While each organization has developed its own priorities, substantial alignment of these developments have occurred to support development at the school level. The common thread across the various organizations is the shared belief in the potential of teacher development.

I.7.2 Southern Maine

Maine has experienced considerable alignment among the state, the university, school districts, and individual schools in their reform efforts. One

striking case has been the work on assessment of student outcomes. This one initiative provides an example of how the introduction of new practices has been supported by intellectual discussions, funding to provide time to develop the ideas, on-going facilitation through building-based teacher leaders, and with reinforcement from district and state policies.

An emphasis on student outcomes became focused around Maine's "Common Core of Learning," developed collaboratively by cross-role committees across the state. It outlines flexible guidelines for what students should know and be able to do by the time they graduate from high school. Conversations about student outcomes were stimulated by the leadership and funding provided by the SMP, and district restructuring efforts: ATLAS in Gorham (Authentic Teaching, Learning, and Assessment for all Students) and ARISE in Fryeburg (Assessing, Reflecting, Integrating for School-Based Excellence). In Gorham, these efforts were further supported by district leadership that promoted teacher-scholar positions, summer curriculum work, and teacher-led staff development.

In Gorham, the K - 12 outcomes are being developed through a cycle of experimentation, reflection, feedback, and revision by teachers working together throughout the school year and during summer institutes. The ATLAS initiative has become a coordinating mechanism for engaging people in discussions about just what is the job of a teacher. Internal committees and external interactions through various national networks (NASDC, Goodlad's Network, Foxfire) are working in tandem to engage the staff, student teachers, and parents in various aspects of this work. A portfolio system is being designed to provide meaningful documentation of student progress toward meeting the district outcomes. Portfolios provide the foundation for conversations between the child, parent, and teacher around the quality of student work. This year Gorham instituted 30-minute parent-teacher

conferences at all grade levels during which the student presents his or her portfolio collection.

The districts and schools are participating in a number of national networks to design teacher outcomes that are connected to student outcomes. A number of experienced teachers are developing professional portfolios to be used in teacher evaluation, as well as to stimulate reflection and professional growth.

The emphasis on student outcomes is consistent with the emphasis on outcomes in the ETEP program. Parallel performance standards have been developed for the ETEP program, outlining what a student teacher should know and be able to do, based on the INTASC (Interstate New Teacher Assessment and Support Consortium) standards. The outcomes are used to evaluate student teachers throughout the year in an ongoing dialogue between cooperating teachers, site coordinators, and student interns about the intern's development as a teacher. Advisers and mentor (cooperating) teachers use the outcomes as a guide for providing feedback. The standards are also the criteria used to certify satisfactory completion of the preparation program. Many cooperating teachers indicated that one real strength of the program is the set of clearly defined learning outcomes. The cumulative nature of the assessment process supports progressive development, with all parties contributing to the identification of strengths, as well as areas in need of development.

ETEP has also instituted portfolios as the foundation of their assessment program for student interns. The portfolios are a compilation of evidence documenting the student's growth and attainment and mastery of the outcomes. As a process, it is designed to stimulate self-reflection and professional development for the student intern. Student teachers agreed that developing the portfolio was a valuable self-reflection tool.

Another significant example of the systemic impact that has been achieved through Gorham's K - 12 district curriculum articulation efforts is the curriculum planning template. During the ATLAS Summer Institute in 1994, 40 teachers (mostly elementary) developed a tool to assist teachers in planning curriculum units, and to facilitate the district's K - 12 curriculum articulation. Student teachers were introduced to the tool both through ETEP classes and via their cooperating teachers.

Early in the year the ETEP students attended joint workshops with district teachers to learn about the templates and scoring rubrics. It was also reinforced by a lot of teachers who were using it in their curriculum planning. The interns, seeing it widely used in the schools, found it was a useful tool for communicating with cooperating teachers. One of the student teachers relayed the following observations about the introduction and implementation of this and other innovations in the district:

> Teachers were overwhelmed at the beginning of the year with all the ATLAS changes. There was a meeting in the beginning of the year where they were introduced to exhibitions and benchmarks, and the curriculum planning template, and the writing process rubrics, etc. In some cases, I think teachers felt that a lot was being forced on them all at once. There was, however, a lot of support for teachers to learn these new things within the district, and their own buildings, with help from the on-site ATLAS developer. There was sort of a sense that teachers were willing to do a lot of this because they were so focused on kids. If it was good for kids, they would do it.

I.7.3 West Virginia

The West Virginia initiative has been broad in scope, addressing educator development throughout the career continuum. However, because of the lack of

coordination among the various components of reform, the changes are aligned across organizations. The approach has been a combination of top-down and bottom-up reforms that have not always been synchronized either in time or in the specifics of initiatives. Strong efforts have been made on the part of the Benedum Project staff to work with and support the numerous individual school restructuring initiatives, which have been determined by the needs of the population at a given school. The approach has been one of experimentation, followed by reflection and evaluation ("ready, fire, aim" Fullan, 1993).

Simultaneously, extensive efforts were invested in the redesign of teacher education. Ad hoc committees of Education, Arts & Science, and school-based faculty worked together to redesign teacher education at WVU. This was a three- to four-year process, which in many ways was more of a traditional university approach to reform (characterized by Whitford (1994) as the "ready, ready, ready" approach). The process was inclusive, with each of the ad hoc committees composed of Education, Arts & Science and school-based faculty. Evaluations of the process indicated that participants felt that their opinions were respected, and that the process was truly collaborative (Hoffman et al, 1994). The program design was approved by the college and the university, to be implemented in the Fall of 1995. There have been a few attempts to pilot some of the ideas embedded in the new program, but there has been relatively little experimentation or evaluation of these efforts to inform broad-based implementation that is planned.

While the alignment between the school-based and college-based reform efforts remains problematic, the college is attempting to address some major bureaucratic obstacles to the redesign of teacher education. The teacher education faculty is to be composed of faculty that cross department, college, and institutional boundaries. The goal is for courses to have college identification rather than

department, which raises turf issues about how to assign FTE (Full Time Equivalents) credit for funding purposes within the university, as well as challenging traditional faculty autonomy in determining course content. The problem is that there are no institutional mechanisms for cooperation across departments and colleges. One faculty member noted that cross-college appointments have not been successful historically — "usually for somewhat petty reasons like issues of parking."

J. Assessment of Outcomes: Overview of General Findings: Professionalism and Institutionalization

The outcomes examined in this study are indicators of increasing professionalism of educators, and the extent to which these reforms have made a systemic impact by creating durable, equivalent changes in the institutions within the partnerships. Five dimensions of professionalism were identified as indicators of progress toward enhancing the professionalism of educators. They include the development of (a) a culture of inquiry; (b) ongoing teacher development; (c) collaborative cultures; (d) expanding professional networks, and (e) a strong client orientation. These dimensions of professionalism were examined across each partnership initiative. The push for teacher professionalism is usually discussed in terms of K - 12 teachers, because they have the most direct opportunity to influence students, and thus are assumed to be the critical change agents in education reform (Fullan, 1994; Sarason, 1993). Rarely are these standards of professionalism discussed in regards to teacher educators in colleges and universities. However, if one criterion for professional status is rigorous training and standards for entry into the occupation, then it is vital that these standards also apply to those charged with the preparation of future teachers.

Recent national studies suggest that there is cause for concern in this area. The Holmes Group (1995) reported that only a small minority of university faculty are comfortable working in public schools. A 1993 survey, "Research about Teacher Education," reported that although university faculty participation in public school settings is increasing, on average, teacher education professors have been out of K -12 classrooms for 15 years, and a "fair number of education faculty are uninformed about major standards-setting, professional development, and assessment activity in this country" (Bradley, 1994, p.2).

Although each of the partnerships has as part of their mission the simultaneous renewal of teacher education and schools, in each site the greatest emphasis has been on teacher and school development. Consequently, that is also where the greatest impact can be seen. All three of the reform efforts have made substantial progress in changing the culture of schools. While significant changes have been made, or are in the process of being implemented in the teacher education programs, progress in terms of the outcomes is far less pronounced. The visitor can detect pockets of promising outcomes here and there, but these places are not always connected, nor is there an underlying infrastructure to further connect and sustain them.

The outcome findings reported in this section are integrated across sites but are differentiated by organizational level as outcomes were usually quite different at the school and university levels. Developments in the partnership organizations are also discussed.

J.1.1 Culture of Inquiry — Lieberman and Miller (1992) described five essential elements that combine to create a culture of inquiry in schools. This culture of inquiry requires that teacher development activities include:

> notions of colleagueship, openness, and trust; they provide time and space for disciplined inquiry; they focus on teacher learning of content-in-context; they provide opportunities for new leadership roles; and they become engaged in networking activities and coalition building beyond the boundaries of the school. (p.13)

Similarly, the Holmes Group (1995) calls for "improvement-oriented inquiry" that has two components.

> One kind of inquiry calls for acquiring and exercising the habits of reflecting, questioning, and trying out and evaluating ways of teaching by one's self and with colleagues . . . . A second kind of inquiry involves systematic research and development aimed at generating and applying new knowledge by members of both the school and university faculty involved with the PDS. Practice becomes the locus of inquiry. (pp.81 - 82)

Across the three school-university partnerships, the strongest impact has been at the school level, where norms and ways of working together have changed significantly, varying in degrees depending on building leadership and the length of involvement in the partnership endeavor. The most profound changes in the culture of schools have occurred in the oldest initiative, in Southern Maine, where the Southern Maine Partnership (SMP) is in its tenth year of existence.

School-Level Outcomes

The district renewal effort was just beginning in the Gorham School District when the notion of a partnership was formulated. To ensure that the partnership would address the most important concerns of local schools, the Southern Maine Partnership began by establishing the link between research and school improvement. At the same time, the principal and one teacher in rural Lovell, Maine, applied for a small grant to fund "Research into Practice." The project's goals were to (a) create and enable dialogue about current educational research; (b) provide a format for peer observation on a regular basis; and (c) create a professional climate that promotes risk taking, growth, and collaboration.

The SMP entered the scene and provided ongoing support and socialization into the norms of continuous learning. It began as an informal network of teachers and administrators who tackled issues that were of concern to practicing educators. The purpose was to discuss current educational research and its implications for the classroom. The core of the Partnership's teaching and learning activities was a network of Educators' Groups, in which K - 12 educators (including principals and superintendents) met monthly across districts to discuss readings and explore innovative practices. The response to the partnership format flourished with leadership from several key supporters, including the dean of the college of education, district superintendents, and building principals. The monthly meetings

provided teachers the opportunity to learn where to access current literature, and it gave teachers a forum for discussing what they were doing in their schools and classrooms.

More important than the content of discussions were the norms developed surrounding the discussions. The purpose of the forums was to challenge participants to look critically at their own practice, and to question commonly held assumptions and current paradigms. The groups were "owned" by the participants who were free to determine the agenda, creating a safe and supportive environment in which the norms of reflective practice could flourish.

These norms of engaging in critical dialogue and reflection were taken back to individual school buildings, where they began to permeate the culture of the participating schools. The climate at White Rock School is characteristic of long-time SMP members. One teacher's description of the school's atmosphere and her colleague's attitudes exemplifies this culture. "They [teachers] keep pushing each other to excel, and then they are also there to celebrate and boost each other up. We are so bonded, we have worked at developing a culture that encourages continuous improvement, and we keep working hard to feel good."

In West Virginia, the Benedum Project proposal process has begun to foster a culture of inquiry by promoting norms of reflection, practice improvement, evaluation, and collegiality. Criteria for funding proposals includes documentation of how each proposal is aligned with the PDS belief statements (which includes that all within a PDS are learners) and the school's vision and strategic plans. At East Dale Elementary and among the core group of active participants at Morgantown High, these reflective practices are apparent in their proposals, the curriculum developed, changes made in instructional practices, and the dynamics of school governance and collegial relationships within the school and with university faculty. Although this

culture hasn't permeated the entire high school, more and more faculty are gradually becoming involved.

Partnership-Level Outcomes

As described in the previous section, the SMP has had a major long-lasting effect on its member schools and school districts. The organization promotes questioning, reflective practice, and continuous improvement by sponsoring and supporting a wide range of restructuring projects.

The Learning Consortium has always had a commitment to evaluate all of its programs to determine their effectiveness, and to identify needed changes and improvements. There has also been a commitment to disseminate what has been learned through the partnership. A substantial amount has been shared through articles, presentations at conferences and workshops, and in-house reports. Although research has not been an integral part of the Consortium's work, this aspect is growing. Increased awareness and expertise in the boards have facilitated this focus.

The most significant influence of the Consortium on its members has probably been on those most actively involved in steering and planning committees, which has been effective for dissemination, as these are the people in positions to affect policy within their boards. The partnership has fostered questioning of current and future practices, and has been an important vehicle for sharing information and "best practices." The climate of the Consortium was described as "healthy competition among the boards — they keep pushing each other to improve." On the individual level, one member felt she had learned about a number of resources, how to best direct her energy, and most importantly she had developed an extensive professional network with other boards and with the university.

The Benedum Project began to promote a culture of inquiry by mobilizing

cross-sector committees to oversee the redesign of the teacher education program and PDS development, through the establishment of criteria for funding proposals, and by providing support for collaborative research projects. In addition, the project staff was committed to documenting and disseminating the work of the partnership, through a number of papers and conference presentations. Evaluations of the project's efforts have been limited to date. No baseline data were collected prior to the beginning of the project, and there has been no systematic collection of evaluation data. At the urging of the funding agency, evaluation efforts have recently begun that involve participation from all of the PDSs. Evaluation of the college's teacher education program, however, is not included in those plans.

University-Level Outcomes

In each of the three universities, there are signs that the culture of the college of education is beginning to change, but the changes have been gradual and are less pervasive than in the schools. The new emphasis on research at FEUT in Toronto, and the addition of new faculty with strong research backgrounds has begun to change the culture. Initial faculty development efforts have stimulated faculty discussion and study groups, and there have also been a few joint research projects with OISE and the boards.

In Southern Maine, while the strong relationships between the individual university and school-based cosite directors have produced a great deal of mutual learning, the reflective culture that has been the hallmark of reform is not as prevalent within the College of Education itself. Currently there is no quality control and little communication about course content or instructional methods across the five ETEP sites. Teacher interns indicated the need for improvements in the content and format of courses, and in the quality of professors' teaching.

In West Virginia, the initial enthusiasm for creating a new teacher education

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program stimulated a great deal of questioning, discussion, and assessment of current practices. However, most faculty felt that experience has not had a lasting effect on the culture of the college. The new design is viewed more as a finished product than as a work in progress that requires continual evaluation and revision. Some faculty indicated that the climate didn't promote self-criticism. "It's as though the university is advocating teacher reform for them (in the schools) but not for us (in the university)."

Preservice-Level Outcomes

The quality of university course work is a major issue in all three sites. Traditional criticisms of teacher education programs concerning irrelevant theory that is disconnected from practical concerns still apply in places to these three programs. There also seem to be few mechanisms for critical examination of university courses, either in content or pedagogy. While there are examples in every site of exceptional instructors who integrate theory and practice, the only consistently strong program is the small elementary Learning Consortium Pilot program in Toronto. Let us describe this program in a bit more detail.

In the LC Option, there is a dedicated team of faculty who plan together and also work with partner schools. Students are socialized into professional norms of inquiry and collegial dialogue through a program requirement to maintain a portfolio throughout the year. While students are free to choose many of the entries in their portfolios, there are some specific requirements. Student portfolios must cover three general areas: pragmatic, theoretical, and experiential. In addition, students are required to share their reflective writing with others: colleagues, cooperating teachers, or university instructors, and to get feedback in writing from others on their ideas. This has proved an effective vehicle for stimulating dialogue and identifying common areas of interest among colleagues — an example of the need

for pressure and support in early implementation of change initiatives referred to by Huberman & Miles (1984).

In Southern Maine, the field-based experience is exemplary, but the course work is weak. In Gorham, the interactive response journal and portfolio process embeds reflection into the intern's learning. Student teachers reported that the reflection required to build a portfolio was very helpful in understanding their own development, and it taught them what a powerful tool self-reflection can be. Similarly, the response journals required in the Gorham program were a useful tool for stimulating reflection and dialogue between the student interns and the site coordinators, and between the interns and their cooperating teachers. Interns used the journals to ask questions, which were responded to sometimes in writing and sometimes in face-to-face discussions. The amount of feedback in the journals demonstrated a real investment on the part of cooperating teachers in the student teacher's development.

Student interns reported that while the ETEP program is far more challenging than most teacher education programs, the course work was demanding because of the amount of work, not the content. Interns noted a significant elementary bias in many core courses that were less relevant to secondary interns. There was also a fair amount of redundancy and "busy work" that was often not connected to their school experiences.

The new design for teacher education at WVU incorporates ongoing training in reflection and research through a professional inquiry course and a teacher-as-researcher course. The current program provides little in the way of socialization into a culture of inquiry. Student teachers are required to keep a reflective journal, but there is little structure to stimulate thoughtful reflection or discussion about issues of teaching and learning. Currently the cohort model provides important

emotional support, but little structure to promote professional collegiality within it. Professional dialogue is largely dependent on the relationship between the student teacher and cooperating teacher: in Teacher Education Centers, the frequent observation and feedback from the site coordinator provide student teachers with constructive feedback for improving their teaching; where there is no site coordinator, the evaluation process, based on a few brief observations from university supervisors, is not effective in the eyes of either student teachers or cooperating teachers.

In all three sites, students were either required or encouraged to keep reflective journals and develop portfolios. However, only where these vehicles for reflection were required and where they structured ongoing feedback did they serve as a valuable tools. When journals are not read and responded to, they are either done hurriedly or not done at all — the opportunity for developing deeper insights is lost.

J.1.2 Ongoing Educator Development: Life-Long Learning — Lieberman and Miller (1992) define teacher development as "continuous inquiry into practice." They see the teacher as a reflective practitioner (Schon, 1987), someone who has a tacit knowledge base, and who builds on that knowledge base through ongoing inquiry and analysis, continually rethinking and reevaluating his or her own values and practices.

The development of life long learners is highly dependent on the extent to which the organizations within these partnerships have developed a culture of inquiry (Section J.1.1). It also depends on opportunities to learn — the availability of regular occasions for exposure to new ideas, reading, discussing, experimenting, getting feedback, and reflecting. This requires that time is allotted to make these activities habitual practices in the professional lives of educators.

School Level

In all three sites, the partnerships have invested heavily in teacher development as a strategy for improving student learning in schools, providing numerous opportunities for professional learning. Only in Southern Maine have structural changes been made to build in time for professional development on an ongoing bases. The districts and individual schools have extended their regular school day to build in release time each week for professional development activities. This time is used to address both building and district reforms, and relies heavily on the culture of critical reflection within each school, where interaction among peers is the dominant source of professional learning. Learning, therefore, is part of teachers' regular work. The educators have translated opportunities to learn into career-long learning. In addition, numerous teacher leadership opportunities have been developed (teacher-scholar positions, site developers for district initiatives, ETEP cosite coordinators, coinstructors for ETEP courses) to foster individual growth and provide collegial support to fellow educators.

Professional development in all three sites has become more building-based, concentrating on issues of concern in individual school improvement plans. Assistance from outside experts in the district, university, or professional networks has been an important source of conceptual input (Huberman, 1995), stimulation, and guidance. Building-based leadership has been a critical factor in fostering reflection and continuous learning. In Toronto, where there is strong leadership, the schools use available times such as team meetings, planning time, and staff meetings for sharing and discussing new ideas to learn from one another. In the schools that have had the most intense experience in Learning Consortium initiatives through summer institutes, follow-up support from the district, and involvement with faculty and student teachers in the preservice program, and where there is strong building

leadership, a culture of continuous learning is evident. For example, one student teacher observed that Roland Michener appeared to be a building of teachers who epitomized the notion of "life long learners." They are all avid consumers of professional development. The board provides numerous professional development opportunities, and they look to their colleagues in the building to learn new strategies, and for ongoing support.

In West Virginia, the two schools studied have seized available opportunities for professional development during the first five years of the initiative. The impact is a significant change in collegial relationships, where it's now accepted and valued to challenge one another to develop new skills. In the high school, the impact is most notable among a core of enthusiastic faculty who gently, but energetically, urge others to get involved. For some teachers, the opportunities provided by the Benedum Project have stimulated desires for continuous learning and professional development; for others, increasing receptiveness to change is a significant first step.

Partnership Level

Because each partnership has made teacher development a major focus of its enterprise, in each case the partnership has substantially increased the availability of professional development opportunities so that educators can learn the substance of reform. In Toronto, professional development provided by the Consortium supplements substantial staff development offerings from the district at a low cost to its members. In Southern Maine and West Virginia, additional learning opportunities were made possible largely with the support of temporary external funds, and strong facilitation and support from the partnership staff.

University Level

While ongoing learning — staying up to date with the research literature and

current thinking — is an expectation of life in the academy, formal mechanisms for faculty development are not part of the tradition. In fact, the notion challenges traditional norms of academic freedom and faculty autonomy.

Changes among faculty within colleges of education have been largely the result of changing normative expectations — that partnerships will be developed with schools, and that research programs integrating fieldwork will be required. Greater understanding of adult learning (Loucks-Horsley & Stiegelbauer, 1991: Lieberman, 1995) has been used in each of these partnerships to develop high-quality learning opportunities for teachers. Little attention has been invested in developing high-quality learning experiences for university faculty. A common harsh reality experienced by new assistant professors is that they are often recruited and selected for faculty appointments based on their research record, only to find that most of their job responsibilities involve teaching — an activity in which they may have little experience or training. Similarly the new expectation of working with schools may be new to many, and the additional need to blend their fieldwork with a developing research agenda is another new role for which few graduate programs prepare future faculty members. Furthermore, once they join a university faculty there is little guidance or mentoring in how to do this.

In all three sites, for those university faculty who have invested in working with schools, interaction with experienced K - 12 educators has been a major source of professional learning, creating greater appreciation for the "wisdom of practice" (Shulman, 1987). The infusion of new faculty who have both practical experience and strong research skills is slowly beginning to change the culture in each institution. Finding or developing a sufficient number of faculty with the skills and competencies to implement the demanding new programs will be a continuing challenge given the scarcity of graduate programs that emphasize this development.

Preservice Level

Where there are strong school-university relationships, student teachers in each of the sites have been socialized into the practices and structures of ongoing professional learning through immersion in schools where this is the norm. Students learn to expect career-long learning from participation in school and district renewal efforts. Little of the university training incorporates these practices either in the teacher education program or in participating schools. The value of early socialization makes the selection of exemplary schools for field placements critical to the preparation of future teachers. Although the selection of cooperating teachers is problematic in Toronto, the elementary pilot program there is the only example whereby teacher preparation incorporates structured ongoing learning through peer collaboration in the course work and in the schools. The program includes formal joint professional development opportunities for teacher candidates and cooperating teachers throughout the year.

J.1.3 Development of Collaborative Cultures — Creating collaborative work cultures is a complex enterprise. Hargreaves (1994a) notes that most critiques of collaboration and collegiality have focused on difficulties of implementation, particularly issues of time during which teachers can work together and discuss issues concerning the unfamiliarity that many of them have with the collegial role. Fullan and Stiegelbauer (1991) assert that it will take more than teacher collaboration per se, that the building blocks of educational change and improvement will be found in the collective insights and actions of individuals from all sectors. Robinson and Darling-Hammond (1994) cite the ten characteristics of successful collaboration identified by Van de Water (1989) as having a great deal in common with the characteristics of learning organizations (Senge, 1990) and successful school-university partnerships. The essential characteristics are:

- Mutual self-interest and common goals
- Mutual trust and respect
- Shared decision making
- Clear focus
- Manageable agenda
- Commitment of top leadership
- Fiscal support
- Long-term commitment
- Dynamic nature
- Information sharing

(Robinson & Darling-Hammond, 1994, pp. 209 - 216)

To what extent are the characteristics of successful collaboration found in the three school-university partnerships studied here? And how did they develop? Robinson and Darling-Hammond (1994) note that these skills of collaboration, and shared decision making are not common in contemporary teacher education or in schools, nor are they common in graduate programs where university faculty receive their training. Each characteristic is examined in turn across the three sites.

The strength of each school-university partnership appears to be its commitment to collaboration as a means of reform. Each of the characteristics listed above is present in each of the sites to some extent. These characteristics can be found in the original structure, process, and leadership style established within the partnership organization. Mutual self-interest and common goals provided the motivation for joining together in the collaborative venture in the first place. Each party could further its own institutional goals, while together achieving some shared goals that would benefit every organization (e.g., improved teacher preparation programs that would lead to stronger educational programs in the future).

Mutual trust and respect form the bedrock for individuals or organizations with diverse interests to be able to work together. An appreciation of what individuals can contribute to one another's education and professionalism is essential for developing professional relationships. Where relationships are strong,

mutual respect for the unique knowledge, perspectives, and roles of all parties is a recurrent theme.

Shared decision making reinforces the existence of mutual respect. Each party has to feel that it has a voice in the direction of the partnership. Yet, shared decision making alone cannot sustain a partnership. Research has shown at the school level that while the governance structures may have changed to site-based management, "empowering" teachers to share in decision making, there has been little effect on the teaching and learning processes and outcomes they were intended to improve. (Fullan, 1994, Fullan & Steigelbauer, 1991; Smylie, 1994; Wolfstetter, Smyer, & Mohrman, 1994) Unless the partnership has a clear focus, the other characteristics are unlikely to yield results. The consistent shared vision prevalent in each partnership is the focus on improving the quality of learning for everyone in each organization, but particularly to continually improve student learning in schools.

Whether or not these partnerships have undertaken a manageable agenda is open to question. Although they have taken on the ambitious challenge of restructuring multiple institutions simultaneously, they have approached it realistically. Each partnership began with a clear focus on teacher development throughout the career continuum by linking reforms in preservice education with the ongoing learning of practicing educators within a context of school reform. They started with manageable pieces, and then, with realistic pacing (and patience), assessed the readiness to expand or take on greater challenges.

In West Virginia, the partnership allowed schools to explore ideas and develop a plan for restructuring their own school. When schools had sufficient experience and were ready to focus, the partnership developed more specific requirements for strategic planning and grant opportunities. In Southern Maine, several years of informal, low-pressure discussion groups contributed to the development of a strong

knowledge base, a reflective culture that stimulated desires for change, and prepared participants to implement innovations in their own classrooms. In Toronto, the Consortium began with summer institutes which were held to promote effective instructional strategies. When the boards were ready, they focused on developing the infrastructure to support continuous improvement through a Training of Trainers course, leadership training, and later through preservice and induction programs.

In all cases, there was commitment from top leadership in initiating these partnerships. There was support from the university administration for improving the teacher education program. There was support from each of the Deans of Education for enhancing teacher preparation and for working in partnership with schools. There was support from district superintendents and building principals for engaging in these joint renewal efforts. There has also been a huge commitment to school renewal on the part of educators in all three sites in terms of time and energy.

In particular, each partnership has also had the benefit of fiscal support for these initiatives, often because of the commitments of top leadership to reallocate resources, underscoring the priority of the partnership. External sources have also supported the partnerships at different points. Toronto had some additional funds from the Ministry to cover start-up costs, but the members of the partnership have made the most significant investments. Each member contributes $20,000 annually to the Consortium. Similarly, in Southern Maine, the Partnership began with an annual commitment of $1,000 as a requirement of membership, with gradual increases in dues by mutual agreement over its ten-year history.

In contrast, in West Virginia, individual schools, school districts, and the College of Education, however, made no monetary investment. The university did invest substantial internal funds to support campuswide involvement in the redesign of teacher education. School Districts committed to providing support to individual

PDSs through matching funds, substitutes, buses, etc. Their commitments have largely been in terms of human resources, in the commitment of time and energy. The college also provided facilities for the Project. The foundation has generously supported the Benedum Project.

Clearly there is a long-term commitment in each of these initiatives. They have already been working at this for six to ten years, and the University of Toronto and West Virginia University are just beginning to implement their new designs for teacher education. A long-term perspective and understanding of the change process, as well as the time and energy required to implement change, are critical for sustaining momentum. The dynamic nature of these initiatives is evident. Such large-scale comprehensive reforms are rare. In many ways, these reformers are pioneers. Although many of the specific aspects of these initiatives have been successfully implemented in other places, the challenge is in coordinating multiple initiatives among several diverse parts of the larger system. Change is inherently uncertain and there is no road map for how to do this. As a result, it requires recurring assessment of where they are now and where they are headed. Changing social and political climates shape the journey and create different needs.

Information sharing is at the core of each partnership, as knowledge and information are the principal commodities to be exchanged among the partners. The schools gain knowledge and expertise from university faculty, and the university gains knowledge and expertise from the schools' professionals. Student teachers benefit from both sources of wisdom. Schools also benefit from the exchange of information from other schools. This is more so the case in West Virginia and Southern Maine, where there are structures to facilitate direct interaction among school-based educators, such as the teacher networks and representation on steering committees. In Toronto, similar efforts are developing through a teachers' union's

sponsorship of an on-line computer network (Bascia, 1994). The Consortium is also trying to incorporate more sharing opportunities among teachers through more informal sessions, featuring "best practices" within their more formal staff development programs at workshops and institutes.

Partnership Level

The partnership organizations have set the standard for each of these characteristics found to be necessary for successful collaboration by creating norms for working together. In each site, a "trickle down" effect can be seen. The greater the level of involvement, the greater the influence. Consequently, within each partnership the development of collaborative cultures is more visible in the schools and the partnership organization itself, than within the university.

In Toronto, there is high level of collaboration among the planning committee members who develop the plan of work for the partnership. They share information liberally, respect each member's areas of expertise, use one another as resources, and disseminate and facilitate the implementation of what they have learned on a wider scale within their own boards. In cases like Durham, which has concentrated on leadership skills and instructional strategies, board personnel have also created mechanisms for disseminating and supporting the implementation of these two initiatives in individual schools. In schools where there has been active participation in Consortium initiatives, ongoing board programs, such as Leading the Cooperative School or the Learning Consortium preservice option program, the schools have developed the same culture of collaboration that is characteristic of the partnership organization.

In Southern Maine, the nonhierarchical, collaborative culture of the Southern Maine Partnership is prominent in the schools studied, all of which have a long history of active involvement in the Partnership discussion groups and

restructuring initiatives, as well as in the development of the university's site-based preservice program. The relationships between the schools and the university are also highly collaborative, built on a foundation of mutual trust and respect.

In West Virginia, the Benedum Project's staff commitment to collaboration established norms of mutual respect and equality among the partners. The partners in this collaboration sometimes jokingly referred to the project's informal operational agreements that had become the norm for project work groups as "The Big C" or "The Benedum Way" (Phillips, Wolfe, & Delaney, 1994). These norms were established as the mode of operation in the Cross-Site Steering Committee, the governing body for PDSs, chaired by one school-based faculty member and one university faculty member. Through the consistent modeling of these norms, school-based steering committees adopted similar processes. These norms of behavior had been so well established, that the perceived violation of them by university personnel in the recent difficult transition period have been a major source of anger and disillusionment, because the trust had been violated.

In each of the preservice programs, a cohort model is used, where preservice students share the university and practical school experience together. Student cohorts have been used to foster the development of collaborative cultures among future teachers. Preservice teachers in each program found the cohort to be an important support structure, both emotionally and academically, for navigating their teacher preparation program. In places where an emphasis was placed on team building and cooperative learning among peers, the power of the cohort model was especially strong. Developing a strong sense of cohort support was more of a challenge at the secondary level, where the subject specialization resulted in fewer shared classes and practical experiences. Merely placing a group of teacher interns in the same school did not ensure that collegial relationships would develop unless

activities were structured to encourage interaction, and demonstrate the benefits of collaboration.

Where there are strong relationships between the university and individual schools, there was shared ownership of the preservice program, and the coordination and operation of the field experience was collaborative. Although in each site the stipend for cooperating teachers is considered "trivial" by the teachers, it was not an issue in most schools. In fact, many cooperating teachers found the experience so valuable that they suggested they would do it even if they didn't get paid. On the other hand, when there had been no investment in developing collaborative relationships with the schools, feelings of exploitation were common, and teachers were resentful of the "insulting" token amount of the stipend.

Within the university, norms of professional autonomy remain dominant. The collaborative effort invested in designing new teacher education programs has led to greater appreciation for interdisciplinary cooperative efforts.

J.1.4 Extending Professional Networks — Networks provide opportunities for teachers to commit themselves to topics that are of intrinsic interest. Lieberman and McLaughlin (1992) found that networks provide a new structure for teacher involvement and learning outside of their workplaces that have a clear focus of activity targeted to a specific component of the professional community. Networks deliberately create a discourse community that encourages exchange among the members, which results in new norms of colleagueship, a broadened view of leadership, and enhanced teacher perspectives on students' needs. They also provide opportunities for teachers to be both learners and partners in the construction of knowledge.

Professional networks, as conceived here, include teacher networks but extend beyond formal teacher networks to include cross-sector participation in national

reform efforts, standards and assessment projects, and individual contacts with experts on a range of issues: assessment, curriculum reform, instructional strategies, action research, and the process of change.

Each of the reform efforts has benefitted from interaction with external networks of professionals, and one of the outcomes of the reforms has been the extension of professional networks of educators. The success of these reform efforts and the dissemination of their work has brought recognition and established connections with a wider range of education professionals. Partnership members have also benefitted from personal and professional contacts made by leaders within the partnership and the university. In Toronto, those contacts have been predominantly at the upper administrative levels of the member organizations. In Southern Maine, consistent with its grassroots tradition, involvement in professional networks is very strong among school-based educators as well. A partial list of the professional networks in which teachers in Southern Maine participate demonstrates the extensive professional learning opportunities that have been developed: Goodlad's Network of Educational Renewal, The Coalition of Essential Schools, Foxfire Teacher Outreach Network, local educator discussion groups through the SMP, Project Zero, Comer's School Development Program, a portfolio assessment network, district curriculum committees, NEA, Maine's State Restructuring Program, and more.

J.1.5 Strong Client Orientation — The central clients shared by all educational institutions are students. This is the moral dimension of teaching that Goodlad and colleagues (1990) described — the commitment to make a difference in the lives of students. There are the moral responsibilities of (a) enculturating the young in a social and political democracy; (b) providing access to knowledge for all children and youths; (c) practicing pedagogical nurturing; and (d) ensuring responsible

stewardship of schools. Students in K - 12 schools are the clients of all educators, but in a comprehensive school-university partnership there are other clients as well. The teachers in schools are clients whose learning needs must also be addressed. Future teachers are the clients of both the university teacher education program and the schools where they intern. The partnership organization itself has many clients: each of the member organizations, school district personnel, teachers and administrators, and university faculty.

School Level

The commitment to the education of all children and youth is dominant in the visions of the schools studied, in the focus of their reform efforts on student outcomes and the development of lifelong learners, in the time and energy invested by teachers to improve their practice, and in their interactions with students in their classrooms. Teachers' strong moral commitment is the energy source fueling their investment in educational renewal. It is also the reason for their commitment to working with future teachers, to ensure strong teachers for future generations of students.

More and more schools are beginning to view a broader community as their clients, including parents and businesses. However, the dominant feeling is that if they are serving the needs of their primary clients, they will also be serving the needs of society as well.

Partnership Level

The partnership organization has many clients, although ultimately the client they share with each organization is the student in K - 12 classrooms. In addition, the partnerships' clients are the faculty and administrators in each of the member institutions, charging the partnership with being responsive to, and supportive of, the memberships' individual and collective visions. This requires that the

partnership be flexible and adaptive to the changing needs of multiple stakeholders. In each of these partnerships, their work has been most directly focused on addressing the learning needs in the K - 12 system, and less actively focused on changing the culture of higher education. Less is known about the needs of university faculty, and it will require more active university faculty participation in the partnership to shape the direction of the partnership so that it addresses their needs as well.

University Level

Similarly, the colleges and faculties of education have to respond to multiple clients, most directly to the future teachers they teach and to the research community. By entering into these partnerships, the universities have also made a commitment to contribute to continuous improvement of teachers, schools, and their own faculty.

Overall, perceptions of university faculty in all three (four including OISE) institutions have improved as a result of their interactions with school-based educators through partnership activities, and working together on collaborative research and curriculum projects and in the preservice program. In Southern Maine, the small teacher education faculty (eight faculty members) and those faculty who have been active participants in the Southern Maine Partnership have earned reputations for listening to and valuing the wisdom of expert teachers. Similarly, in Toronto and West Virginia, a core group of faculty are admired and respected by school-based educators, those who have invested time and energy into developing meaningful, sustained relationships. These relationships have largely been the result of individual faculty initiative, and represent a small proportion of university faculty.

Preservice Level

In the preservice program, student teachers are the clients of both the university and the schools. Where strong relationships have been built between the university and partner schools, there is shared ownership of the preservice program. In these cases, teacher interns felt they were treated as colleagues, valued for the knowledge and skills they bring to the classrooms. In one elementary school, the recognition of student teachers as valuable assets to the schools was demonstrated by the inclusion of all of their names on their staff roster.

Where there were not strong relationships between the university and the school, student teachers felt isolated, and relegated to subordinate roles. Cooperating teachers did not invest in socializing these students into the culture of the school or the teaching profession. Student teachers did not feel safe discussing problems with their cooperating teachers, and often felt the need to co-opt their own learning to gain a favorable evaluation from their cooperating teacher. This was especially true in Toronto, where the official evaluations carry so much weight in a very competitive job market.

These outcomes on the dimensions of professionalism are summarized by site in Table J-1. Outcomes were assessed based on the extent to which these practices have been established to date within the three major strands in each site: within the schools or school districts; within the partnership; and within the university (college of education). Admittedly these ratings are subjective. What is high in one person's judgment may be low in another's. The judgments were also shaped by comparisons across sites, and comparisons to accounts of what was before in each site.

The table suggests that high levels of educator professionalism have developed in each site, with level of "professionalism" directly correlated to the length of

existence of the partnership. Southern Maine has been working at this the longest, and has achieved the highest level of professionalism across all organizations. Another consistent observation is that the partnership organization and the schools have achieved higher levels on these dimensions than are observed within the university faculty. This is not a surprising finding given that at least two of these dimensions, ongoing teacher development and collaborative cultures, have only recently been discussed in relation to university faculty. Perhaps the surprising finding is the only moderate ratings on developing a culture of inquiry among university faculty (Fullan, 1993; Goodlad, 1994; Sarason, 1993). It is important to remember that none of these institutions have a strong research tradition, and it was in the university programs where the least amount of self-reflection was evident. Few faculty are critically examining their own curricula and instructional practices.

J.1.6 Institutionalization — Assessing the "institutionalization" of "works in progress" is difficult and in some ways premature. Although each partnership has been in existence for at least five years, we know it often takes five to ten years to begin to see the effects of reform. In addition, these are evolving journeys, and many of the initiatives are relatively recent, or still in the process of being developed (e.g., in two of the sites, their redesigned teacher education programs have yet to be implemented). Furthermore, these partnerships are dynamic organizations. A major

Table J.1 Outcomes: Dimensions of Professionalism

	Toronto	Southern Maine	West Virginia
Culture of Inquiry			
• Within Schools	Mod-High[1]	High	Mod-High
• Within Partnership	High	High	High
• Within University	Moderate	Mod-High	Moderate
Ongoing Teacher Development			
• Within Schools	Low-High	High	High
• Within Partnership	High	High	High
• Within University	Moderate	Mod-High	Low
Collaborative Culture			
• Within Schools	Low-High	High	High
• Within Partnership	High	High	High/D.K.
• Within University	Mod-High	Mod-High	Low
Extending Professional Networks			
• Within Schools	High	High	Mod-High
• Within Partnership	High	High	Moderate
• Within University	High	High	Moderate
Strong Client Orientation			
• Within Schools	High	High	High
• Within Partnership	High	High	High
• Within University	Mod-High	High	D.K.

[1]The hyphenated ratings indicate variation across schools or within an institution. (Some schools are high, while others have moderate levels.)

Key

High
Moderate
Low
D.K. = Don't Know (insufficient data)

strength of their enterprises is their recognition that it must keep changing the kinds of forums it creates to match the growing and evolving needs of their constituents.

Nonetheless, there are indicators that can be examined to assess the durability of changes made in individuals and organizations. These indicators included the extent to which practices have "become routinized as part of the organization's operations," "provide continuing benefits to key stakeholders," "achieved stable funding," and "survived the departure of key original staff members."

Looking across cases, six conditions appeared to contribute to positive outcomes in these initiatives. The derivation of these conditions is discussed further in the next section, the Causal Analysis. The stabilizing conditions identified were shared decision making, stability of leadership, commitment to the enterprise, professional development opportunities, assistance, strong relationships, and stable funding. These indicators also address the scope of the reform, or its systemic impact by looking across organizations within a site, to assess the degree to which these practices have become standards of operation in each member institution. Table J.2 summarizes the presence of these stabilizing conditions that indicate routinized practices within each organization. The last four variables, Commitment to Enterprise, Professional Development Opportunities, Assistance, and Relationships provide an indication of the continuing benefits to key stakeholders. Reading across rows provides an indication of the strength of presence of these indicators within organizations across sites.

Consistent with the dimensions of professionalism outcomes, levels of institutionalization are stronger within schools and school districts, and in the

Table J-2. Elements of Institutionalization

Stabilizing Conditions[1]	Toronto	Southern Maine	West Virginia
Shared Decision Making			
• Within Schools	4	4	4
• Within Partnership	4	4	4
• Within University	3	D.K.	2
Stability of Leadership[2]			
• Within Schools	2	4	4
• Within Partnership	4	4	2
• Within University	4	4	2
Commitment to Enterprise			
• Within Schools	4	4	4
• Within Partnership	4	4	4/D.K[3]
• Within University	3	4	3
Professional Development Opportunities			
• Within Schools	4	4	4
• Within University	3	D.K.	2
Assistance for School/District Development	4	4	4
Assistance for University Faculty	3	D.K.	1
Strong Relationships			
• Between University & Schools	3	4	3
• Within Partnership	4	4	4/D.K
Stable Funding	4	3	1

[1] Stabilizing conditions are those that are routine practices.
[2] Stability of Leadership does not refer to individuals but rather to the partnership's ability to survive the departure of key leaders.
[3] Due to the transition that was occurring, the first number represents early days of the enterprise. Beyond that is unknown, as the transition is still in progress.

KEY
Present = 4
Partially Present = 3
Weak = 2
Dubious = 1
Absent = 0
D.K. = Don't know (insufficient data)

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partnership organization than within the university faculty. There is an obvious interrelationship between the dimensions of professionalism (Table J.1) and institutionalization (Table J.2). The greater the consistency in the outcomes across institutions, the greater the institutionalization. Unless these developments are occurring in all sectors, the durability of these reforms remains in doubt. Again it is important to remember that these relationships also co-vary with the length of involvement in the partnership ventures. The longer the partnership has been in existence, the greater the degree of institutionalization. These reform initiatives are dynamic enterprises, and these outcomes should be viewed as indicators of development to date.

Long-term continuance (institutionalization) appears to be built on five elements:

1) sustained support from the district, which is manifested in attitudes, behavior, and dollars/resources;
2) a like kind of support from the university;
3) a continuing and evolving (adapting) program of activities in which both school and university personnel are mutually engaged and/or find mutual benefit;
4) stable leadership, demonstrated through continuity of strong leaders who are able to transition from the initiating (catalytic) leader to succeeding leaders who have the energy and clout necessary to maintain commitment;
5) and a culture of collaboration and mutual respect.

J. 2 Causal Analysis

The cross-site analysis included an attempt to look across the three cases for common patterns that accounted for partnership outcomes. Specifically the analysis looked across cases at a profile of outcomes: (e.g., a culture of inquiry, teacher development, collaborative cultures, professional networks, client orientation, and institutionalization), to determine the configuration of factors that led to such outcomes, and whether there was an overlap between configurations across cases. Cross-site analysis was an inductive process based on qualitative data. The data

collection process began, guided by our emergent conceptual framework.

In the summer of 1994, The NETWORK hosted a working conference to engage educators from various roles in each partnership in cross-site comparisons and analysis of their own reform initiatives. We invited teams of educators from each of the partnerships, representing educators from every level: the partnership organization, teacher education faculty and administrators, the district, and school administration and faculty. One of the major activities of the conference was the construction of each partnership's "journey." A journey (Cox & deFrees, 1991, See Appendix, Volume III) is a kind of historical map or time line developed from the participants' recollections of their own development. It attempts to identify key events, milestones, and critical factors that have been significant in determining how the partnership has gotten to where it is today. The journey technique is loosely based on "causal mapping" methodology developed by qualitative researchers to depict and explain the relationships among key variables in a study (Miles and Huberman, 1994). A unique aspect of the strategy used to construct these three journeys was that they incorporated input from participants representing a number of different roles, and therefore represented different perspectives in identifying the significant events.

After many additions and revisions, the final versions completed by each site became the outline, from which the research team identified questions to explore to further understand the processes used to facilitate and support change, and to understand what it took to bring about the changes that had occurred. In this way, the journeys served as an important research tool for guiding the investigation, as well as useful storyboards for describing these reform initiatives. Throughout the research, we have been committed to ensuring that all roles were represented and all voices were heard. The composition of the cross-role teams from each site at the

working conference was designed for this purpose. The data collection process has included interviews with student teachers, cooperating teachers, both school and university faculty and administrators, partnership coordinators, and district-level central office personnel.

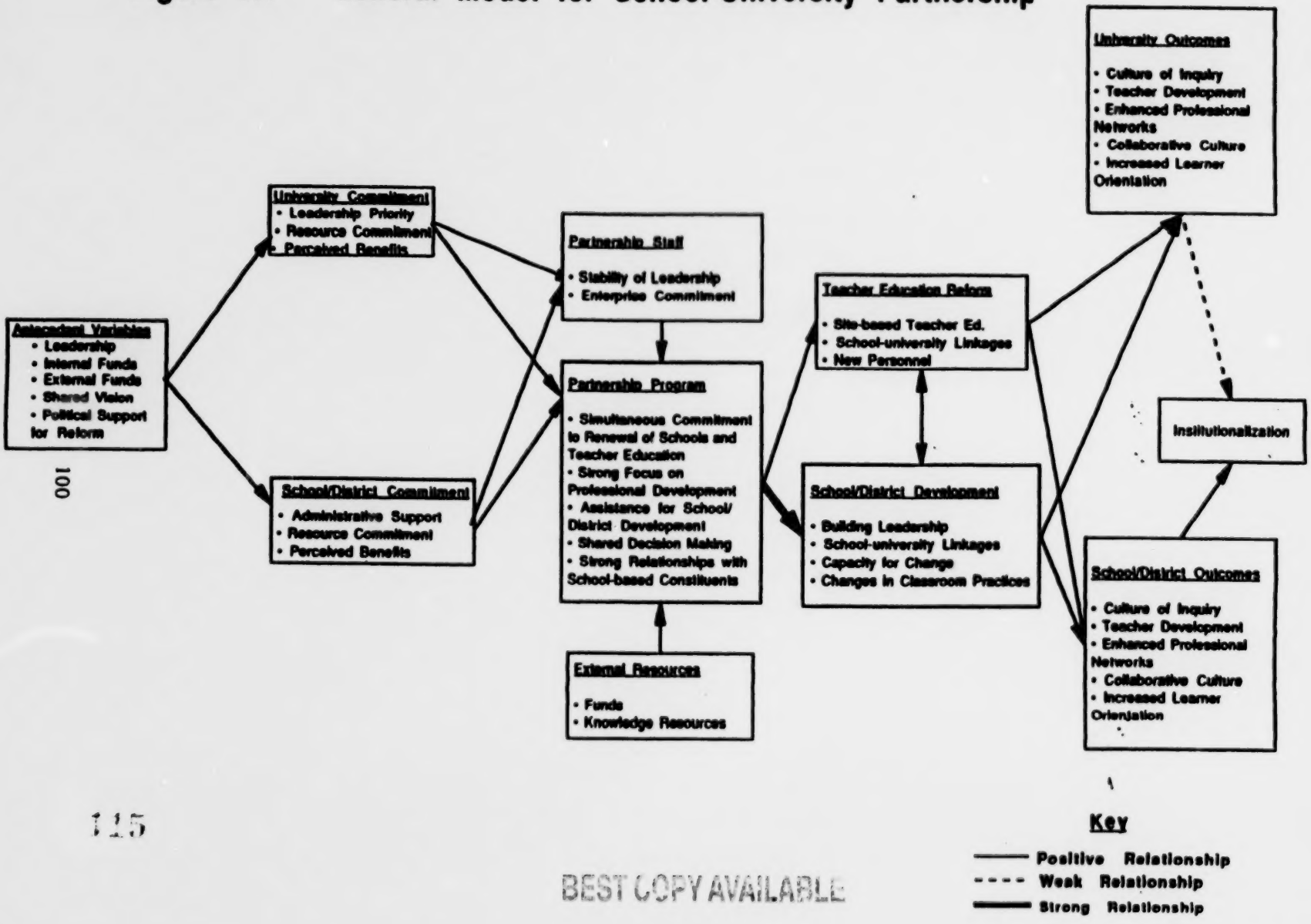
J.2.1 General Model

As an understanding of each partnership was developing, important themes were identified in each site. These dominant recurring themes were explored in more depth because they appeared salient to the site. For each case, a list of variables was generated that seemed to be important in the development of the partnership. For the cross-case comparisons, the lists from each of the three cases were compared and common variables were identified that were empirically meaningful in all cases, allowing for some case-specific variables that were particularly important in a given site. A core set of 25 variables was produced.

The general model for the three sites studied is shown in Figure J-1. The 25 variables are grouped into 10 thematic categories. The variables were then arrayed temporally as in a path model. The general model describes the key ingredients that seemed to be critical to the partnership's formation, its development, and the outcomes of the collaborative arrangement.

A number of common antecedent variables contributed to the development of the school-university partnerships. Strong leadership within the university and schools provided both inspiration and the clout to gather the resources needed to initiate reform. Political support for reform from within the university and the state or province provided important stimulus in each site. The commitment of internal

Figure J.1 General Model for School-University Partnership



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funds from both the university and school districts helped launch the partnership, with additional support from external funds.

"Shared vision" was an antecedent variable in the sense that the parties coming together had a common conception of the possibilities, but the vision continued to evolve and became more concrete after the partners had joined, began to work together, and gained greater insight into the potential of the arrangement — but it was not a static event. In Toronto, it began with a general agreement among the dean and three district directors who shared the initial vision, but the vision really took shape after the planning group worked together and realized the possibilities, and it continues to evolve as conditions and needs change. In Southern Maine, the partnership was created based on the shared vision of a singe faculty member and six district superintendents committed to school improvement. The vision grew and was further defined by the hundreds of educators who came to use the partnership for their own professional growth. The purpose and focus of the SMP also continues to evolve. In West Virginia, the partnership formation was the product of a planning year, where educators from all sectors came together to develop a vision of what the Benedum Project could do. Again the vision continued to take shape after the partners began to work together and develop more clearly defined goals. So in that sense, "shared vision" was both an antecedent and an intervening variable that contributed to the partnerships' development.

Commitment to the partnership enterprise was demonstrated by leadership support and the resource commitment from both the school districts and the colleges of education, and strengthened by the perceived benefits of membership for each partner. The strength of these commitments reinforced the efforts of staff members to the organization's goals. Successful partnership programs were characterized by a strong focus on professional development, and direct assistance for school and

district renewal, shared decision making, and strong relationships with school-based constituents. Programs were also strengthened by external inputs in the form of funding and/or knowledge and expertise. The success of program efforts thus far can be judged by development on two fronts: reform of teacher education, and teacher, school, and district developments, including enhanced professionalism, and the degree to which these reforms have produced durable changes in each institution. Differing degrees of development are expected to result in differing outcomes.

J.2.4 Cross-Site Comparisons

The first step in the analysis was to trace backward for each case to identify the variables which were direct antecedents to the formation of the school-university partnership. The direct causal variables are listed in Table J-3. The next step was to identify the set of variables that appeared to account for the stabilization of the developments made in each of the reform efforts among the various organizations. The variables listed in Table J-2 are the variables that were important contributors to the institutionalization of these reforms. In addition, Table J-4 describes the primary factors that have generated commitment to the partnership from both the university members and the school/district members. Finally, the same procedure was used to trace connections back from outcomes to examine the major antecedents to those outcomes across the three streams identified in the individual case causal networks: the school/district stream, the university stream, and the partnership stream. Ultimately the judgment of what directly causes what may be quite arbitrary. What is more significant is that all sites contained a core of common variables that were causally significant in the development of their initiatives.

Table J-3. Antecedents to Partnership Formation

Antecedents to Partnership Formation	Toronto	Southern Maine	West Virginia
1. Political Support for Reform	High	High	High
2. Higher Ed. Leadership	High	High	High
3. District Leadership	High	High	High
4. Turbulence	High	High[1]	Low
5. External Funds	Moderate	Moderate	High
6. Internal Funds	High	Moderate	Moderate
7. External Networks	Not Present	High	Moderate
8. Shared Vision	High	High	High

[1] This turbulence was predominantly in one school district.

Table J-4. Indices of Commitment to Partnership Enterprise

Indices of Commitment	Toronto	Southern Maine	West Virginia
University Level			
1. Leadership Priority	High	High	High
2. Resource Commitment	High	High	High
3. Perceived Benefits	Moderate	High	Moderate
School/District Level			
1. Leadership Priority	High	High	High
2. Resource Commitment	High	High	Moderate[1]
3. Perceived Benefits	High	High	High

[1]The commitment of financial resources was from the district. There was a high commitment from schools in terms of time and energy.

J.2.5 The Antecedents of Partnership Formation

Table J-3 lists the variables that had the most consistent impact on partnership formation across the three sites. Ratings were made concerning the prominence of each variable in each site. The four variables that were consistently rated high across sites were (1) political support for reform; (2) leadership in higher education; and (3) leadership in the schools/school districts; and (4) the existence of at least a formative shared vision. As discussed earlier, the development of a shared vision is appropriately viewed as both an antecedent and intervening variable. It was an important stimulus as well as an important stabilizer as the vision evolved, and solidified commitment.

Turbulence was a significant factor in Toronto and in one district in Maine, as dissatisfaction with current conditions grew and became more public. In West Virginia, the political support or push was in response to a general concern for the state of education within West Virginia, a state that ranks 49th out of 50 states in educational achievement.

Support from external funds was an important factor in each site, but in somewhat different ways. In Toronto, funding from the Ministry of Education for start-up costs, was an important contribution but less significant than the investment of internal funds that each of the members was willing to commit on an annual basis. In Southern Maine, the availability of external funds was not directly for support of the partnership itself. Rather it was the availability of state grants to support school renewal efforts that enabled the partnership to move from planning to action. In West Virginia, on the other hand, the possibility of significant external funds was a significant motivator in launching the partnership.
While in absolute dollars the size of the investment on the part of school districts in Southern Maine and West Virginia is substantially smaller than that in Toronto,

relative to the size of the district and their annual budgets, the investment in Southern Maine could be viewed as quite large. In addition, the investment of internal funds on the part of the university in West Virginia was quite substantial, while the investment on the part of the College of Education was minimal. However, in all cases the investment of time and energy on the part of all members has been extraordinary.

Table J-4 lists the variables that played a prominent role in gaining commitment to these reform efforts. Once again leadership plays a prominent role. In all cases, leaders in the university and in the schools/school districts made public commitments to the goals established by the partnership. This observation may appear inconsistent with the assessment of only moderate levels of perceived benefits of the university partners in Toronto and West Virginia. There is no question that the leadership within the colleges of education felt that there was much to be gained from the partnership. Similarly, those beliefs were shared by a core of university faculty. There was a significant proportion of the faculty, however, who were either uninformed, uninterested, or at least not committed to the partnership enterprise.

Previous research (Havelock, et al., 1983; Darling-Hammond, 1994) has reported the importance of previous collaborative experience in making school-university partnerships work. Darling-Hammond suggests that the capacity to collaborate is part of a developmental process that cannot be short-circuited. Those Professional Development Schools (PDSs) that got off to strong starts were the ones that grew out of preexisting personal and organizational relationships. The common history and shared understandings provided a foundation for building a shared vision and working relationships in the new enterprise.

Interestingly, in each of the three school-university partnerships studied,

there was no history of "collaboration" prior to the development of the partnership arrangement. In fact, there had been a history of somewhat antagonistic relations. Schools were "used" for practicum placements for student teaching, but the relationships were strained by traditional hierarchies, little involvement from university faculty in the schools, and feelings of exploitation. The establishment of the partnerships took time to develop trust and mutual respect for the unique knowledge, perspectives, and roles of all the partners. In each case, the school-based teacher education collaboration was not initiated until relationships had been built.

In Maine, several years of nonhierarchical interactions with the university through the Southern Maine Partnership had established a strong culture of reflection, and mutual respect among the university and school-based faculty who participated. The Partnership had established norms of shared decision making and commitment to collaboration, so that when the university invited the schools to help them design a new field-based preservice program, the schools were ready and committed to working together, even though there had been a history of bad experiences.

In Toronto, the University of Toronto had always used Toronto area schools to place students for their practicum experiences, but there had been little involvement on the part of university faculty. In fact, in much of the current program that is still the case. The successful venture into school-based partnerships for teacher preparation was built on a short but very positive relationship that had developed during the first year of the Consortium. A faculty member who had conducted the first summer institute for the Consortium continued to work with the member boards the next year, providing ongoing support and additional training for school-based educators. When she proposed a pilot preservice program in partnership schools, the schools were receptive because she had already earned their trust and respect.

Similarly in West Virginia, the first PDSs were given time to develop their own direction with the support and assistance of university faculty. There too, there had been a history of bad relations with the university, and few school-based faculty were interested in taking student teachers into their classrooms. Many teachers were skeptical of the university's hidden motives, but once they saw that there were none, attitudes changed and many strong relationships developed with individual university faculty. When the idea of a teacher education center was introduced, it received a positive reception, and many teachers now value working with student teachers.

J.2.6 The Intervening Development of Partnerships

The factors that appeared most critical in the development of the infrastructure of each partnership for carrying out their missions are listed in Table J-5. Ratings were made as to the level of each factor present across member organizations within each partnership. As denoted by the number of footnotes, general ratings are difficult because the level of each variable often varies within a partnership's member organizations.

It is not surprising to find so many high ratings, as these are the factors that were found to be consistently important across the three school-university partnerships. Funding was particularly important for providing the breadth of professional development opportunities in each site. The high level of funding in Toronto, however, was not a result of external funds, but was made possible due to the reallocation and commitment of existing funds from each member organization.

Table J-5. Intervening Factors in Partnership Development

Intervening Variables	Toronto	Southern Maine	West Virginia
Level of Commitment	High/Mod[1]	High	High/Mod[2]
Stability of Leadership	High	High	Low
Emphasis on Professional Development	High	High	High
Shared Decision Making	High	High	High/D.K.[3]
Relationships between University and Schools	High/Low[4]	High	Moderate[5]
Funding	High	High	High
Knowledge Resources	High	High	High
Intensity of Linkages	High/Mod[6]	High	High/Mod[6]

[1]In Toronto, the level of commitment to the partnership's mission is very high among those representatives of each institution most active in the Consortium, most importantly from the leadership within each institution, but knowledge of and commitment to the partnership on the part of the broad-based population with schools and the Faculty of Education is moderate.

[2]In West Virginia, commitment to the partnership's mission is high among the leadership of each institution but less prevalent among the broad-base population within the College.

[3]The commitment to shared decisionmaking was critical to the partnership's development, and at its height the commitment was high. The current transition to a new governance structure is not yet in place.

[4]The relationships between the university and school districts is very high, as it is with individual schools. However, given the great size of the districts, only a small number of strong relationships have been developed with individual schools.

[5]Relationships vary by schools. Some are very strong, and some are not. Also, many of these relationships are among individuals within schools and the university, rather than with the institutions as a whole.

[6]The intensity of linkages with school districts is very high, as it is with some individual schools. The intensity of linkages with the majority of university faculty has been moderate.

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While each partnership has made a strong investment in professional development within the schools, only Toronto has begun to develop some formal mechanisms for addressing the professional development of university faculty. On the other hand, the collaborative efforts in developing site-based teacher education programs, where faculty have worked extensively in schools, have been an important source of professional learning for both school and university-based teacher educators. In all cases, the emphasis on professional development, shared decision making, and access to knowledge and expertise has been critical in strengthening the infrastructure of the partnerships and the commitment to collaborative mission.

J.2.7 The Antecedents of Outcomes

As explained, for the causal analysis the "outcomes" analyzed were five dimensions of professionalism for three sectors: schools/school districts, college of education; and where relevant in the partnership organization itself. These outcomes were predetermined objectives of the study. In many ways, any survivable manifestation of the partnership efforts can be construed as an "outcome," including continuing activities, relationships, attitudes, etc., and there have been many such outcomes in all sectors.

A Culture of Inquiry — Tracing backward from outcomes, the factors that contributed to the development of cultures of inquiry in schools were building leadership in establishing this expectation, the intensity of professional development opportunities available, teacher leadership opportunities, and the collaborative development of site-based teacher education programs. Critical supports for each of these factors were the availability of funds to provide the time and opportunity to learn; district resources, for example, additional training, consultants, and substitutes; as well as similar resources from the partnership organization.

Within the partnership organization itself, the critical factors that contributed to the development of a culture of inquiry were their strong client orientations, which stimulated ongoing assessment of the services provided, the collaborative culture and commitment to shared decision making they had developed within the organization. The foundation for these developments was the shared vision guiding the partnership's work reinforced by the leadership from all sectors—the university, the districts, and the partnership organization.

Within the universities' teacher education program, the development of a culture of inquiry was affected by several factors. One significant factor was through the linkages established with schools in the renewal of teacher education programs, as well as collaborative work among the university faculty in the design of new programs. In all sites, leadership was important for establishing both formal and normative expectations emphasizing field-based research, and the infusion of new personnel who were committed to working with schools, and to support the development of a more collabortaive culture within the university.

In the preservice programs, the dominant tools for socializing future teachers into a culture of inquiry were portfolios, reflective writings in journals or class papers. Joint professional development experiences with experienced teachers was also an important mechanism, as was the practical experience in schools that had a strong culture of inquiry, where experienced teachers modeled these practices on a daily bases.

These same factors also account for the development of <u>continuous teacher development</u> and <u>collaborative cultures</u>. In Southern Maine, a significant factor shaping all three outcomes was the strong reflective culture that had been established in the early days of the Southern Maine Partnership. One of the reasons that these norms became so pervasive was because of the broad-based participation

of teachers, and school and district administrators in the Partnership. In West Virginia, the establishment of a governing body with representation from schools and the college, and a commitment to being inclusive — giving everyone a voice — was significant in the development of collaborative cultures.

Extensive professional networks have been developed over time in all sectors. Significant factors that have stimulated this development are the intensity of cross-organizational linkages that have occurred through professional development experiences, collaborative research projects, district renewal efforts, and the collaborative development of teacher education programs. There is also the sense that success breeds success, and as each of these partnerships has developed and their accomplishments have grown, so has their reputation. Other reform initiatives and organizations have made connections with these partnerships, extending their professional networks. The connections and reputation of leaders within these partnerships have also been a significant factor in establishing new contacts. In West Virginia, the less extensive network development may in part be due to the geographical location, but may also be due to its shorter life span. The development of professional networks continues to grow there for both school- and university-based educators.

A strong client orientation was quite high across all organizations, as a commitment to improving the learning experiences of everyone in all educational institutions was a strong motivator for undertaking these ambitious reforms. The intensity of school-university interactions seemed to be critical for developing a broader perspective of the clients that each organization served. Still, there remains within the university different perspectives as to who their clients are. Many have yet to see an intersection between what they do and what school-based educators do.

J.3 Conclusions: Emergent Themes

Several themes can be identified from this research. Seven of the most salient themes regarding the success of these partnership ventures are elaborated here. First is the importance of leadership stability, particularly in the developmental phases. Second is the availability of resources, financial and human resources to support development. Third is the correlation between the intensity of professional development linkages and the growth of a professional culture in schools. Fourth is the tensions that are endemic to partnerships, underscoring the importance of the fifth theme, the dominant role of personal and professional relationships in making these collaborative reform initiatives work. Finally is the importance of developing structural mechanisms to ensure coherent development throughout the system, increasing the probability that changes will last.

J.3.1 Leadership Stability

Consistent leadership was found to be a critical ingredient of successful partnership reform initiatives. Initial development seems to require an energetic and inspirational leader who has clout within the university system. The ideas and influence of these individuals attracted highly motivated members to the initiative. The leaders were all actively involved in the partnership endeavor, visibly demonstrating attention to local norms and concerns, and infusing an ideology of collaboration for mutual benefit. These leaders provided direction within their own organizations and established and strengthened connections between organizations. As there are few formal sources of legitimation and support for cross-institution collaboration, the involvement of institutional leaders provided important validation of the enterprise. During the early years of the partnership, the leaders played a central role in establishing direction. As leadership spread among participants, the partnerships took on a life of their own, with many educators from all sectors

assuming leadership roles.

Toronto has had amazingly stable leadership in all organizations during the life of the partnership. The one significant change was in the position of Director of the Learning Consortium. This change was not disruptive for several reasons. The vision and direction remained consistent, the norms of operation remained the same, and significant shared leadership had emerged within the organization, which continued with the new leadership. The current director does not describe her role in terms of leadership, but rather as the worker who answers to six different masters — the representatives of the six different partners. Although it was not a factor during the course of this study, an issue of concern in the Toronto area schools is the tendency to move building principals frequently. In the schools studied, the building principal was critical in the development of the culture of the school, establishing norms of collegiality and continuous learning. Whether the culture has been sufficiently ingrained to sustain the departure of the principal is an open question.

In Southern Maine, there has been significant turnover of individuals in a number of leadership roles, but there has been little disruption. Here too, leaders have emerged across the partnership from all sectors, but especially among teachers. Again, the consistency in vision and norms of operation continued when the individuals changed, enabling smooth transitions. The number of teacher leadership opportunities developed in Southern Maine certainly contributed to the broad expansion of educators assuming leadership roles, suggesting that leadership can be developed. In fact, the master's degree programs in Instructional Leadership and Education Administration at USM were designed to develop leadership among classroom teachers without forcing them to leave the classroom to assume leadership roles. The respect for teachers demonstrated by university faculty seems to have

contributed significantly to developing knowledge and self-confidence among teachers, and to the emergence of teacher leaders. This site would be a fertile place to study the development of leadership qualities among educators.

West Virginia has experienced the most extensive changes in leadership of the three sites, and the changes have been a major source of disruption. Many of these critical changes came early on in the project's development, before any substantial dispersion of leadership had developed, to ensure that the infrastructure of the partnership was firmly in place. Then when the new leadership represented significant departures from the norms of operation that had been established, members of the partnership experienced difficult adjustments. However, the excitement of the early work and the vision that had been created appears to be sufficiently strong within the project to enable the partnership to endure the changes. A major reorganization is currently under way, with some new and some "old" members stepping into new leadership roles.

I.3.2 Money and Resources

The importance of money to invest in these reform initiatives was a dominant theme in each site. Money was most important in the initial stages to support a small staff to coordinate these arrangements and to buy time — time to work together, to learn, and to participate in professional development activities. In Southern Maine, which has benefitted from significant amounts of external funding over time (many individual grants have been fairly small amounts of money), they have been quite successful in institutionalizing the cost of new positions that they felt were important to future development. Positions that were initiated with support from temporary external funds have been incorporated to a large extent into either district or university budgets. In Toronto, on the other hand, where they have had very little external funding, they began this renewal effort at a time when

substantial internal resources were available. Due to the success of the institutes and conferences the Consortium has sponsored, they have been able to turn their partnership into a money-making enterprise.

While the monetary costs can be modest, they are not inconsequential. In all three sites, the impact of sustained, ongoing, intensive professional development opportunities, which are supported by modeling, coaching, and collective problem solving, has been significant. These kinds of learning opportunities need to become part of professional practice to sustain ongoing improvement. In all three sites, the challenge remains to find ways of generating the necessary funding to sustain the ongoing work of the partnerships.

Beyond the monetary investments, the investment of human resources has been substantial in all three sites. Tremendous amounts of time and energy have been invested in these initiatives, far more than the amount of time for which compensation may have been received. Beyond an incredible moral commitment to these efforts, a strong motivator appears to be the personal growth and satisfaction gained through working and learning with others. For example, many cooperating teachers noted that they would mentor student teachers even if they didn't get paid, because they felt they gained so much personally and professionally from the experience.

J.3.3 Intensity of Professional Development Linkages

Those schools that have developed the strongest collaborative cultures and norms of ongoing professional development and self-reflection were the places that had experienced the most intense professional learning experiences — both in terms of the number of opportunities and consistency of focus.

The Southern Maine experience (elaborated in Figure J.4 in the Appendix) is

the most obvious example. The extensive network of professional learning opportunities developed through the Southern Maine Partnership, supplemented by district and building initiatives, connections with professional networks, and the partnership with the University of Southern Maine's ETEP Program, has resulted in significant developments in child-centered educational programs, aligning curriculum, instruction, and assessment practices; substantial teacher leadership opportunities; and strong cultures of inquiry and collaboration within schools.

Similar results can be seen in Toronto and West Virginia in individual schools that have benefitted from substantial professional development opportunities provided by the partnerships and the ongoing support for learning from the district, in addition to collaborative work with university faculty in developing preservice learning experiences. In Toronto and West Virginia, these collaborations have also produced significant changes in curricula and instructional practices. While the intensity of linkages clearly has contributed to the professional development of teachers, the contribution of building leadership was also critical in establishing an environment where teachers are encouraged to seize these opportunities. It is difficult to disentangle the contribution of each factor, or determine whether it is possible to achieve similar outcomes if one of the two factors is missing. In the small sample studied, they tended to co-vary.

I.3.4 Tensions Endemic to Partnerships

An essential ingredient required for successful partnerships is a merger between two or more parties that have distinctive differences that complement one another. The capabilities and strengths of one party supply resources the other lacks and vice versa. Those exact differences that make the partnership advantageous can also present major challenges.

The most obvious differences between the members in each partnership are

the substantial differences in cultures between higher education and public schools. In higher education, an integral part of an academic's work is to stay current with research, engage in research, and write. While school-based educators recognized the professional benefits of these practices, they are not expectations built into one's job responsibilities. The well-established hierarchy that has developed as a result of credentials obtained, and assumed expertise among university faculty, can be a barrier to collaboration from both parties' perspectives. Recognition of the expertise of practice and the knowledge to be gained from experienced teachers often goes unrecognized by academics. Unless mutual respect for the knowledge and skills of all parties develops, productive collaborations are difficult to achieve.

In Southern Maine, where the development of the ETEP program was a highly collaborative process, substantial tension developed among university faculty who didn't want to relinquish control of course content and pedagogy. It violates valued norms of professional autonomy and academic freedom. In Toronto, where the educational system is traditionally much more conservative and hierarchical, there has been very little input from the schools into the design of the new teacher preparation program. There is a constant tension between the desire for "academic integrity" and the need to develop practical skills for effective classroom practice. These tensions may never be completely overcome, but by working together school- and university-based educators in Maine have demonstrated that there are reciprocal benefits to be gained.

I.3.5 Personal and Professional Relationships

The importance of personal and professional relationships can be seen in all three partnerships throughout their development, within and between each member organization. The strength of the institutional relationships has been built largely on a number of individual connections that were initiated for a range of purposes,

from developing individual courses, to schoolwide missions, to district strategic plans. Sustaining these relationships required developing shared leadership structures that encouraged a balance of power and influence that is both equitable and flexible. The shared visions of the partnerships have fostered commitment to common goals, while allowing independence to pursue individual goals. In so doing, the partnerships have developed symbiotic relationships, where the association with the partnership is mutually advantageous to all members.

Developing relationships between school and university faculty has required a sustained investment of time and energy. In each case, the partnerships required time to overcome a history of animosity to develop trust and respect for the expertise that each partner brings to the enterprise. In all three sites, the development of partnership was facilitated by university leaders who demonstrated an appreciation and understanding of local needs and goals in each of the member organizations. In Southern Maine, the site-based ETEP program has been particularly successful in developing mutually beneficial relationships between schools and the university. The attitudes and time commitments on the part of both university- and school-based coordinators have been major factors in their successful partnership. Similarly, successful collaborations have been established with individual schools in both Toronto and West Virginia. The size of those two programs presents additional challenges. The amount of time that will be required to develop relationships with the number of schools needed to support their entire preservice programs exceeds the capacity of the human resources current availability.

I.3.6 Structural Mechanisms to Facilitate Systemic Reform

While strong personal and professional relationships provide a foundation upon which to build the partnership enterprise, they are not substitutes for the development of structural mechanisms to reinforce changing practices within and

between organizations. At the school level, Southern Maine has made significant changes in their organizations to support continuous renewal. Schools and school districts have built into their regular work schedules time for ongoing professional learning activities by restructuring their school day. The districts have also built into their budgets support for teacher leadership positions such as teacher-scholars, sitedevelopers, and cosite coordinators for preservice training, which had originally been created with support from external grants.

In West Virginia, the cross-site steering committee was a new organization created to coordinate the development of professional development schools. This structure has been an important vehicle for communication across sites and between PDSs and the college. This organization's function has, however, been supported by external funds that provided release time (substitutes) so that representatives could attend meetings during regular work hours. The function has yet to become part of the school's budget.

In Toronto, there has been substantial reorganization of districts to support implementation of Consortium and district initiatives at the building levels. Resource people have been established to provide facilitation and assistance to individual schools and classroom teachers.

At the university level, the University of Southern Maine has assumed funding for school-based site coordinators and a full-time director of the ETEP program, positions that had originally been supported with temporary external funds. In West Virginia, the faculty liaison role has now been built into faculty teaching loads, to support the time commitment that PDS development requires. In all three universities, the issue of workload and recognition of time-intensive fieldwork is being discussed, and the traditional reward structure within academia is being questioned. Some progress has been made at all three sites, but it remains a

challenge, particularly for young faculty members who do not have tenure.

K. Assessment of Resources Required to Implement

As noted earlier, money was critical in the initial stages of the partnerships' development. Money was important to support a small staff to coordinate the partnerships' activities, and to buy time for professional development. Time for continuous learning is essential to the profession. In the short run, temporary funds to provide learning opportunities for educators have made a tremendous difference in both Maine and West Virginia. In addition, some relatively low-cost professional development activities, such as educator discussion groups and teacher networks, have proved to be powerful learning experiences. These networks provide "critical friends" to examine and reflect on teaching, and opportunities to share experiences associated with efforts to develop new practices or structures. Moreover, these networks provide a supportive structure within which teachers are socialized into new norms and practices of critical reflection and ongoing assessment. While these learning experiences appear to be cost effective, there are still costs for these activities that are "over and above" teachers' regular job responsibilities.

In Southern Maine, the two site-based teacher education programs studied have required significant investments on the part of both the university and the school districts to sustain the collaborative effort. Although the state maintains responsibility for licensing teachers and programs, the state is not held accountable for ensuring high-quality preparation programs. It will require changing funding formulas at the state level to redesign the work of university faculty to allow them to commit the time required to effectively support teacher education. Darling-Hammond and McLaughlin (1995) advocate for making professional development schools (one model of school-university partnerships) part of the infrastructure of a strong education system by providing funding through basic aid allocations, just as teaching hospitals receive funding to acknowledge the special mission they perform.

In addition to monetary support, the investment of human resources is substantial, perhaps unreasonable. In every successful school observed, the level of commitment on the part of teachers was extraordinary, often described as "overachievers" and "workaholics," who gave up summers, weekends, and evenings to support renewal efforts in their school. The question must be raised whether this the level of commitment is required to bring about systemic reform? And if so, is it reasonable to expect this level of commitment from everyone in the profession. Or perhaps if the average level of commitment from all educators was higher, significant improvements could be obtained from reasonable levels of investment. These ambitious attempts to redesign teacher education programs, which would inculcate the skills of change agentry and a deep moral commitment to making a difference in the lives of students, is a step in the right direction for the future. At the current rate of development, however, this approach alone will be insufficient.

As Darling-Hammond suggests (1994), the working conditions of teachers do not support or encourage teacher investment in educational renewal. Almost everything a teacher does outside of in-class instruction is considered "released time" or "homework."

> Time for preparation, planning, working with other colleagues, meeting individually with students or parents, or working on the development of curriculum or assessment measures is rarely available and considered not part of the teacher's main job.

She goes on,

> Despite a shorter school year, U.S. teachers [and Canadian too] work an average of 185 days per year — no other nation requires teachers to teach more hours per week than the U.S. Japanese, Chinese, and most European teachers have substantial time for preparation, curriculum development, and one-on-one work with students, parents, or colleagues, generally teaching large groups of students only about 15 to 20 hours out of a 40 to 45 hour work week. These nations assume that teachers must continually learn and consult with each other to make instructional decisions. . . (p.16)

L. Implications for Policy and Practice

Many implications can be derived from this study. Probably the most important one is that school-university partnerships can have a significant impact on the improvement of educational practices. It is also notable that there is no one "right" way to go about it. Many factors, including the social and political context, the participants, the needs and goals of various organizations, and the resources available, determine the organizational structure that is most appropriate in a given situation. The study suggests that there are many alternative paths that seem to work.

In each site, the most obvious benefit was the professional growth of teachers through increased training, exposure to a variety of new ideas and instructional approaches, opportunities to collaborate with peers, and new leadership roles. However, when mutual involvement from all sectors is intense and sustained, a variety of more substantial and systemwide benefits can be achieved. This happened when each party in the collaboration felt that they were getting something substantial from the experience. When the rewards of participation were not clear for one side or the other, the level of investment in the partnership tended to decline.

Benefits to universities included increased understanding by faculty of the operational realities of schooling, improved practice teaching experiences for preservice teachers, more relevant connections between theory and practice, and in a few cases, improvements in the quality of university instruction.

We have also seen that universities are steeped with tradition, and changing the culture of higher education is more difficult to achieve than changing the culture of schools (which is no easy task!). In order to increase the commitment to change on the part of the university, the partnership needs to critically examine the

benefits that can be derived for each of the partners, including university faculty. The needs of university faculty and programs have not been as strong a priority as developments in the K - 12 system up to this point.

Yet, there is a persistent need to address faculty development in the areas of teaching skills, course content, and comfort with working in schools. In addition, graduate programs are needed that provide stronger preparation for future teacher educators so that new faculty entering the profession will have the knowledge and skills necessary to work effectively with schools.

Leadership must be developed among tenured university faculty. In each of these cases, young faculty members have played a significant role in these initiatives, but at a significant risk. It is critical to get the commitment of tenured faculty to not only demonstrate the importance of these initiatives, but also to provide support to junior faculty members. Attention must be paid to how research and evaluation activities can be melded with service activities of faculty members. The reward structure also needs to provide incentives to encourage investment in fieldwork and teaching. The same kinds of meaningful professional development activities that are being attempted to support teacher development in the schools also need to be developed to support faculty development within the university.

At the school/school district level, there is a need to build in mechanisms to support educator learning, including opportunities to connect with colleagues within and beyond one's own institution. These times need to become a routine part of an educator's work, not an add-on to an already hectic full-time profession.

All new enterprises have special start-up costs and continuing costs. The strength of the initial infrastructure is critical to sustaining the partnership. Long-term support issues must be addressed in some way, i.e., there should be a realistic prospect that long-term funding can be arranged through the reallocation

of resources from all organizations or through the generation of new revenues by the partnership to support ongoing development.

The prominence of professional development in current reform efforts could provide the support needed to sustain these partnerships. Policymakers in state and federal government need to be informed of the potential power of these arrangements for supporting coherent reforms across institutions. A few states in the United States have developed a funding structure to support collaborative school-university partnerships, but most states have not. In some places where there is political support for such ventures, there are not available funds to support it on a consistent basis. Goals 2000 resources, which are to be dispersed through state structures, are an important potential source of support for school-university partnerships. Critical evaluation data will be necessary to gain political support, just as it is to acquire foundation or business support.

M. Implications for Needed Research

There is a need to develop both formative evaluation procedures and instruments to assist partnerships in evaluating and monitoring their progress toward achieving their goals, and to inform future planning. An evaluation model must take into account the creation of new organizational arrangements that are attempting to bring about simultaneous renewal in at least two institutions. Developing guidelines for long-term documentation and evaluation delineating needed data sources, and indicators of development and achievement would not only serve the ongoing planning and development of these ventures, but would also assist in developing comparable data to enhance our understanding of the limits and potential of school-university partnerships, and the cost-effectiveness of various strategies. These data are also necessary to secure consistent funding to support these efforts.

The belief that professional development of teachers is critical for improving our schools has led to significant amounts of research on teacher development. Much less is known about the professional development needs of university faculty. To achieve the goal of simultaneous renewal of schools and teacher education, much more study is needed of not only the challenges of overcoming the traditions and bureaucracy within higher education, but also of effective professional development for university faculty.

Further research is also needed to examine the real costs of education reforms. Identification of costs in each sector is needed to explore the reallocation of existing resources from each organization, and to identify alternative funding sources. Identifying the types and amounts of resources necessary to support school-university partnerships is important for both planning and accountability purposes.

Given the importance of leadership in the success of these endeavors, additional research is needed to understand the development of leadership skills, and strategies for doing so. When a study finds leadership to be a critical variable, it presents a dilemma for policymakers. Can such leaders be selected and/or trained, or do we have to wait for them to emerge? How much of leadership is dependent on charisma and individual personality, and how much is dependent on energy and commitment? The spread of leadership among several sectors suggests that leadership can be developed. More research on the specific qualities of educational entrepreneurship is needed, particularly with a focus on how such individuals can be trained to lead collaborative efforts.

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Appendix I-A

J.2.3 Site-Specific Causal Models

The core set of variables was also used to map causal relationships within each of the cases. Taking this set and adding to it variables which were site-specific (marked by an asterisk), time-linked causal networks were constructed, moving from antecedent variables to intervening variable to outcomes. The networks provided parsimonious accounts of the events and outcomes at each of the three sites. For each network, an explanatory test was drafted to accompany the figure. The figure and text were then sent to informants at each site for comments and amendments to check for accuracy.

The revised figures and accompanying explanation for each of the sites are presented below. Summary instructions for reading these networks are provided in the introductory remarks.

Causal Analysis

Introduction. In an attempt to find an economical way of summarizing the development of this complex reform initiative, a "causal network" (Miles & Huberman, 1994) was constructed. In three interconnected yet independent streams, the causal network tries to put on one page the main factors, and their effects that have been influential in each of the partnership initiatives. At first glance, the figures look more like a maze of boxes and arrows than a coherent flowchart. The accompanying explanatory text should help decipher it. Any further simplification of the figures would not do justice to the complexity of these comprehensive reform efforts.

The network begins with antecedent variables on the left, which led up to the formation of the Partnership. The intermediate or intervening variables describe the evolution of reform. The outcome variables are arrayed in the far right column.

The outcomes of interest in this analysis were five different dimensions of educator professionalism: a culture of inquiry, teacher development, collaborative culture, professional networks, and client orientation. In addition there was concern for the durability or "institutionalization" of these reforms.

Critical boxes (variables) are rated high, moderate, or low. These indicate level of development on those variables, and are intended to help understand the impact of those variables in the causal network and ultimately on outcomes. The strength of relationships in the network is denoted by the thickness of connecting lines. Plain lines indicate a positive relationship, dashed lines indicate a weak relationship, and thick bold lines indicate particularly strong relationships.

There are three dominant streams in the flowchart. The stream along the top of the figures has most of the college/teacher education variables. The stream along the bottom has most of the school district and individual school variables. The middle stream contains the variables that describe the Partnership.

Narrative for Causal Network: Toronto

The first three antecedent variables were the catalysts for reform. A study documenting the inadequacy of current teacher education programs (1) in Ontario was just completed, creating political support for reform, when a search was initiated for a new Dean of the Faculty of Education. The availability of significant internal funds within the university (2) to support renewal convinced the top candidate to accept the position (3). New leadership (3) at the university stimulated the leadership (5) of three progressive districts (4) to entertain the possibility of a partnership. Their shared visions (7) of the possibilities, with the assistance of some temporary external funds (6) for start-up, and more importantly, the commitment of internal

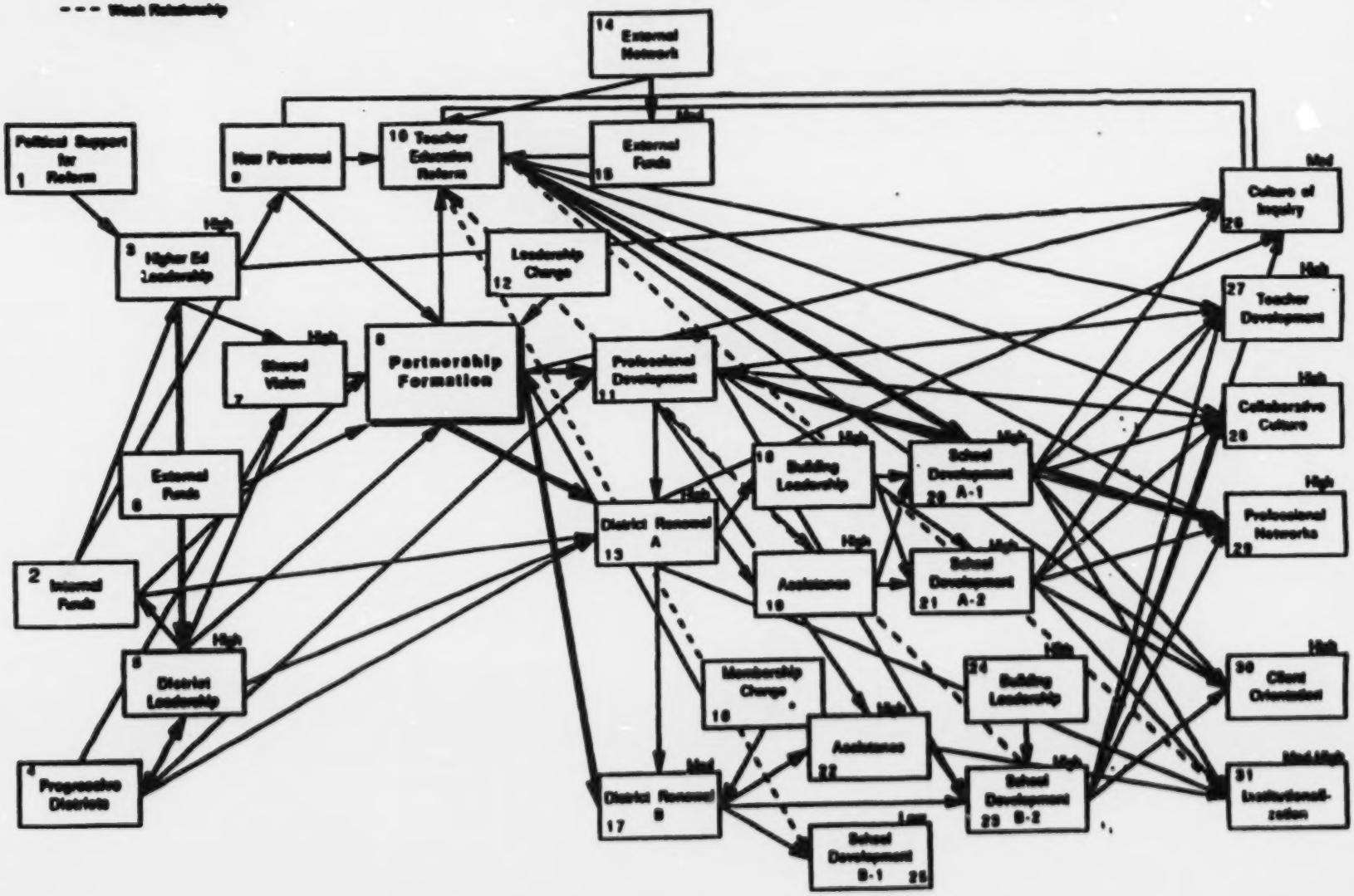
Key

Positive Relationship

Strong Relationship

Weak Relationship

Figure J.2 TORONTO CAUSAL NETWORK



Antecedent Variables

Intervening Variables

Outcome Variables

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funds (2) from each organization (2) led to the establishment of a school-university partnership (8).

The partnership's focus on teacher development began with an emphasis on the professional development (11) of experienced teachers. The attention to instructional strategies supplemented existing district renewal (13) efforts to support individual school development. The partnership's professional development efforts (11) contributed significantly to building the capacity of districts (13,17) to provide assistance (19,22) to individual teachers and schools (20,21,23,25). Within three years, the infrastructure of the partnership was sufficiently developed so that neither a leadership change (12) nor a membership change (16) was disruptive. The ethos of the partnership (11), of using the partnership to further each member's organizational goals, contributed directly to the development of a collaborative culture (28) among its members, and a strong client orientation (30). The cumulative expertise of partnership members enhanced all members' knowledge base and appreciation for research (26), and extended and strengthened professional networks (29), while having a significant impact on teacher development (27) through a variety of direct professional development experiences (11) sponsored by the Learning Consortium.

The partnership's impact was reinforced by the district's support (19,22) of partnership initiatives. The realignment of district resources (13,17) further enhanced the districts' ability to provide assistance (19,22) in the form of instructional specialists and consultants to work with individual schools (20,21,23,25), and has institutionalized the availability of such assistance (31). The availability of district resources to support individual school improvement plans (20,21,23) produced significant levels of knowledge and skill (26,27) among teachers, created collaborative cultures (28) in some schools (20,21,23), and strengthened an already

strong client orientation (30). The sustained support from District A (19) over six years to strengthen instructional strategies and building leadership (18) has also resulted in substantial institutionalization (31) of cooperative-learning practices.

District B (17), (depicted along the bottom of the chart) which has a shorter history with the partnership (16), was also a progressive district (4) with strong leadership (5), and brought significant resources to the partnership. The shorter duration of involvement and the broader scope of district renewal initiatives have produced inconsistent implementation to date, largely dependent on building leadership (24) and the individual school's receptivity to change. Assistance (22) is available but not always sought (25). Where there is strong building leadership (24) and receptivity to change, significant progress toward creating a culture of inquiry and an appreciation for research (26) has developed and contributed to teacher development (27), and the development of collaborative cultures (28), professional networks (29) and a strong client orientation (30). Each of these factors has contributed to substantial institutionalization (31) of new instructional practices and collegial working relations within the school.

Reform of Teacher Education (along the top of the chart) has proceeded to a large extent independently of the partnership, but with significant interaction with the partnership in some instances. The assessed inadequacy of teacher education (1) provided the basis for the new administration (3) to launch reforms. The hiring of new faculty (9) signaled a change in focus, with a greater emphasis on research and inquiry (26) and the development of partnerships with schools (8). Two pilot programs were developed in partnership schools (20,25) that aligned the focus of preservice teacher development with the professional development foci of both the partnership and the district. The impact of this alignment in one program, where there was a strong relationship (bold line) between the university faculty and the

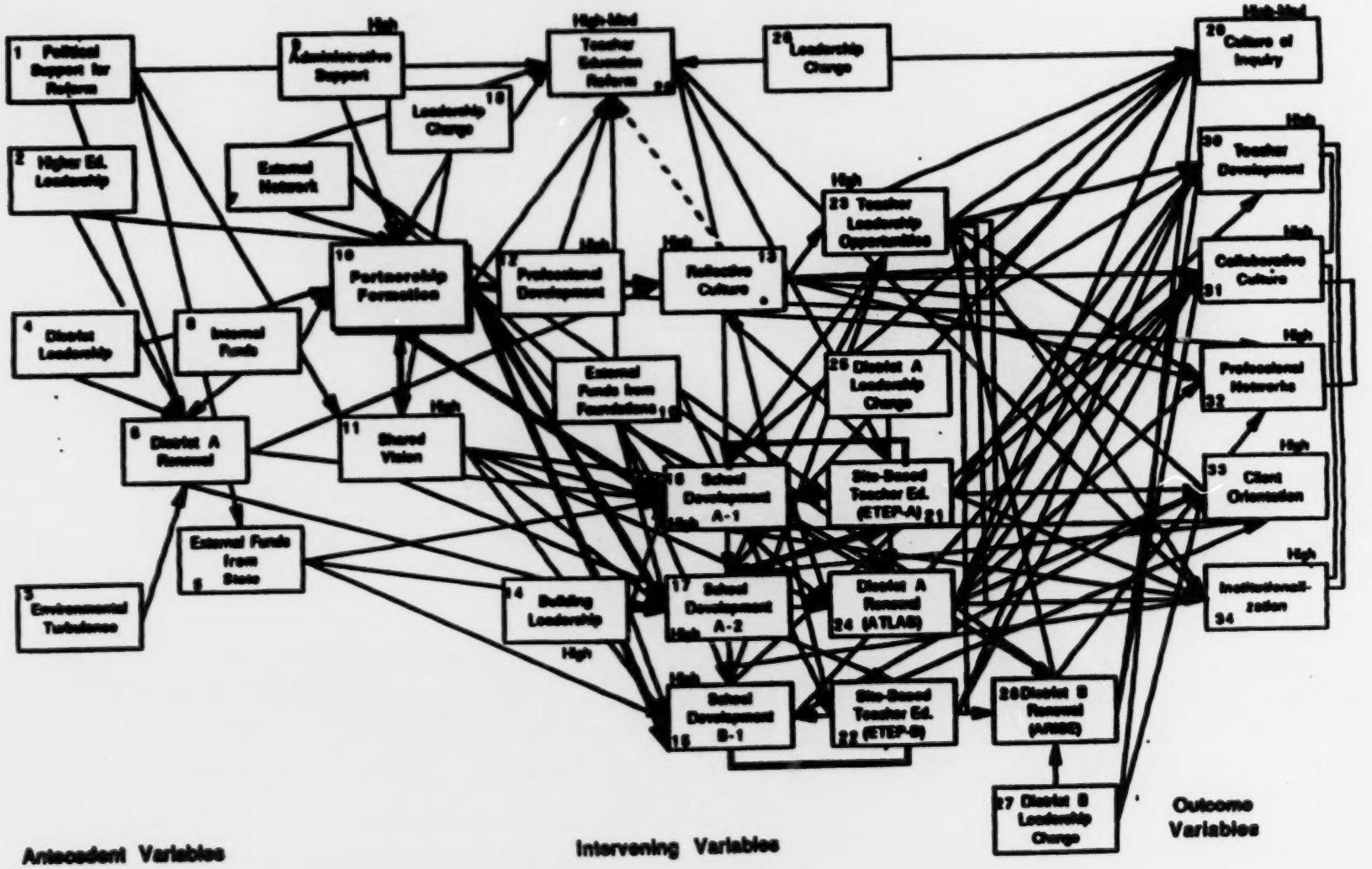
school faculty, was a high level of teacher development (27) and the growth of collaborative cultures (28) among both preservice and experienced teachers. In the second pilot, while there was some alignment of the pilot's focus and the partnership's focus, there was low implementation of the instructional practices in the partner school (25). In addition, there was little contact and no relationship had developed between the university and the school, and the result was little effect on teacher development of experienced teachers and an indifferent to negative attitude (dotted line) toward the university program.

A third site-based preservice program, not affiliated with the partnership but located within a partner district (23), is codirected by one university- and one school-based teacher educator. It was one of several "options," or pilot programs developed in the teacher education reform efforts (10). Both the district (17) and the school (23) have made a substantial investment in the preservice program, while the university investment of staff and resources has been limited. Significant differences in philosophy of preservice education have inhibited the development of strong relationships (dotted line). Nonetheless, the presence of and involvement in the preservice program in the school has yielded additional professional development opportunities (27) for experienced teachers by mentoring future teachers. For preservice students, the immersion in the school has provided meaningful learning experiences (27), as well as socialization into the collaborative culture of the school (28).

The impact of the school-university partnership is most evident in the school/district stream, particularly in District A (13). The consistent focus and intensity of involvement from the district (13), the partnership (8), and the university preservice program (10) have produced substantial results, which have been reinforced by organizational changes (13,20) to institutionalize new practices.

The impact in District B (17) is noticeable in pockets, but less pronounced (depicted along the bottom of the chart) — a result of the shorter length of involvement (16) in the partnership. The effects of the preservice teacher education reform stream is more dispersed, the result of three different pilot programs represented in the chart (20, 23, 25), each with varying levels of school-university collaboration (width of lines) and consistency of implementation. Any discussion of institutionalization of the teacher education reforms is premature, as these are "pilot projects" and the development of new preservice practices are very much in process.

Figure J.3 Southern Maine



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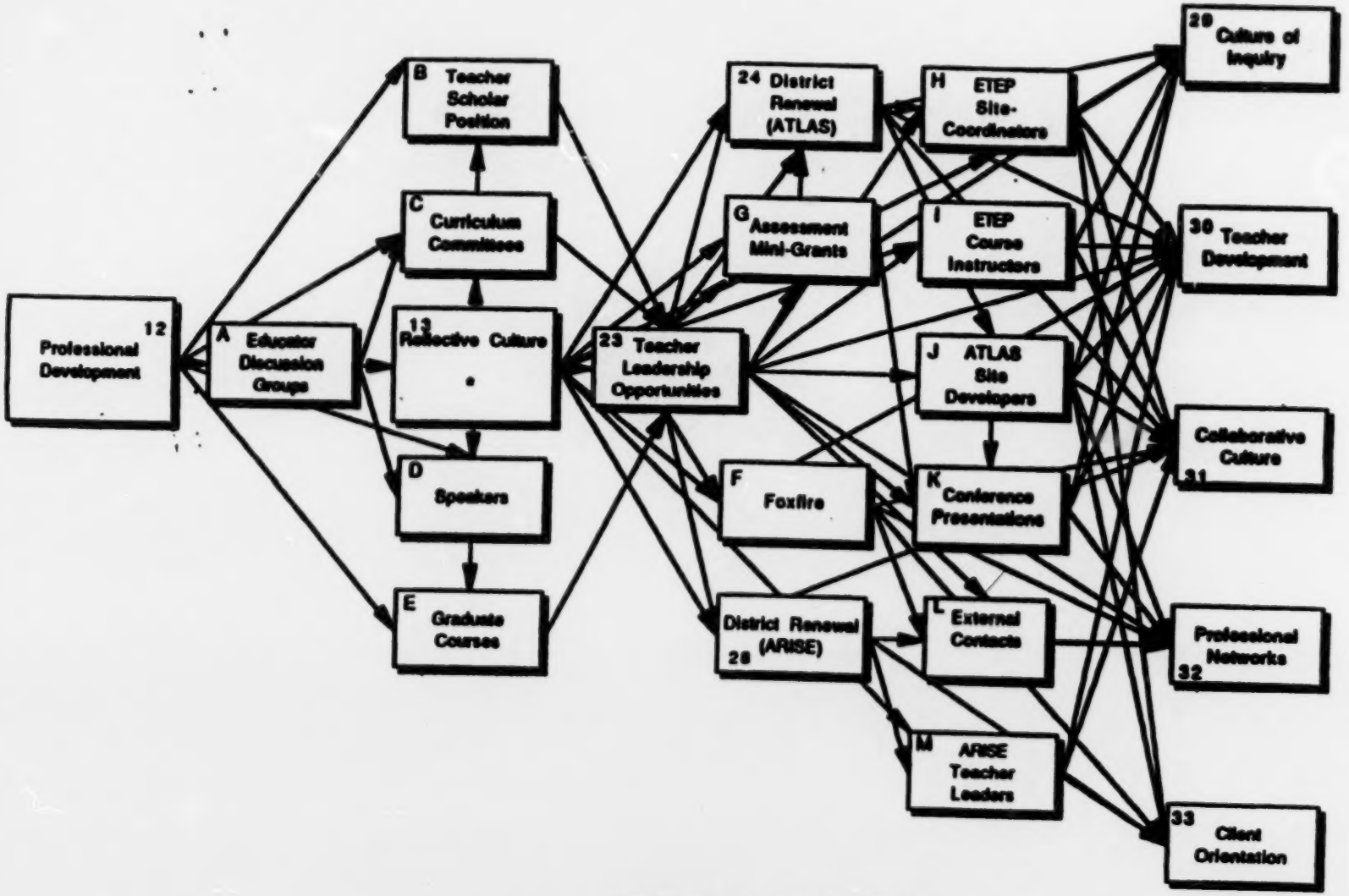
Narrative for Causal Network: Southern Maine

A number of critical antecedent variables stimulated reform on three different fronts. State mandates (1) for reshaping teacher certification and defining learning outcomes for K - 12 students were passed during a period of economic hard times (3), when teachers were disgruntled about low pay and poor working conditions in the schools. This led to parent activation and the election of a pro-school board of trustees, which in turn led to the hiring of a new superintendent (4). Simultaneously, a single university faculty member (2) initiated a collaborative study with the school district to identify needed reforms (6). The availability of external funds from the state to support reform (5), and new leadership (4) willing to invest (8) in district renewal (6) stimulated change. The university faculty member's connection with Goodlad's Network of Educational Renewal (7), along with the energy for renewal stimulated by the state initiatives (1), led to the formation of a school-university partnership (10).

The reallocation of district resources (8) in conjunction with administrative support from the university (9) helped to solidify the partnership, which created a shared vision (11) and a strategy (12) for achieving school reform. The vehicle developed turned out to be a powerful force in this renewal effort. The label "professional development" may be parsimonious, but it obscures the variety and intensity of learning opportunities that have yielded such significant outcomes. A more elaborated chart features those components. The "blow up" in Figure J.4 highlights the extensive network of professional development experiences. The Partnership began with educator focus groups (A), which established norms of reflection (13). These norms became so pervasive that they became the modus

Figure J.4 Professional Development in Southern Maine



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operandi for all professional learning, whether sponsored by the SMP or among colleagues within individual schools.

Numerous and varied professional learning opportunities are available to members of the Southern Maine Partnership. District reforms in Gorham (inspired and encouraged by Partnership discussion groups) led to the creation of teacher scholar positions (B) in each school, districtwide curriculum committees (C), resulting in new teacher leadership opportunities (23). The joint venture with USM in site-based teacher educators created additional leadership roles as ETEP sitecoordinators (H), and ETEP course instructors (I). Later the ATLAS project (24) extended the range of learning experiences through districtwide committees and summer institutes, conference presentations (K), and the establishment of ATLAS site developers (J) in each building. In SAD #72, similar opportunities have developed through the ARISE project (28), in the role of teacher leaders (M).

The Partnership itself provided complementary and supplementary learning opportunities through outside speakers (D), renewal assistance projects such as Foxfire (F), the Assessment Mini-Grant Program (G), as well as direct assistance in individual school renewal projects. The partnership also played a critical role in developing an extensive network of external contacts (L), such as Goodlad's Network of Educational Renewal, Maine's Innovative Education Grants Program, Maine State Restructuring Program, NEA, Project Zero, The Foxfire Network, the Coalition of Essential Schools, the School Development Program, and more.

These multiple professional development opportunities have accumulatively contributed to increasing professionalism via a greater appreciation for research and establishing a culture of inquiry (29), substantial teacher development in both knowledge and skills (30), a strong collaborative culture in the educational community (31), the development of extensive professional networks (32), and strong

client orientation, whether the clients are colleagues in one's own building or in other schools, student teachers, parents, or the students in their own classrooms.

The Partnership's strong foundation (11,12,13) that met the needs of educators, not only survived a leadership change (18), but the consistent vision (11) helped the organization continue to thrive. The stimulation and support from the partnership (11) along with the availability of temporary external funds (5), and strong building leadership (14) resulted in significant school development (15,16,17). The partnership (10), with leadership from the university (9,18), began to address reform of preservice teacher education (20). Temporary external funding (19) and significant input from school-based educators (21,22) helped shape the direction of teacher education (20), and produced strong ownership of the program (ETEP) in each district. The ETEP program in each district (21,22) benefitted from the district (6) and school development (15,16,17) that occurred before ETEP, and the schools (15,16,17) benefitted from the interaction with university faculty and student teachers (21,22). Both of the district renewal efforts created teacher leadership opportunities (23). These collaborative efforts have contributed significantly to developing a culture of inquiry (29), teacher development (30) among both school and university teacher educators, the development of strong collaborative cultures (31), and a strong client orientation (33) with an emphasis on the learning needs of K - 12 students and future teachers.

The role of the partnership (10) in both district (6) and school renewal (15,16,17) was to channel the energy of new leadership (4) and initial steps toward renewal (1,5,6) by focusing the vision (11) and providing the vehicle (12,13) to promote educator learning (30). Temporary external funds (19) obtained by the partnership (10) provided motivating learning opportunities (12,13) to support educators' school development (15,16,17). Leadership changes in both districts (25,27)

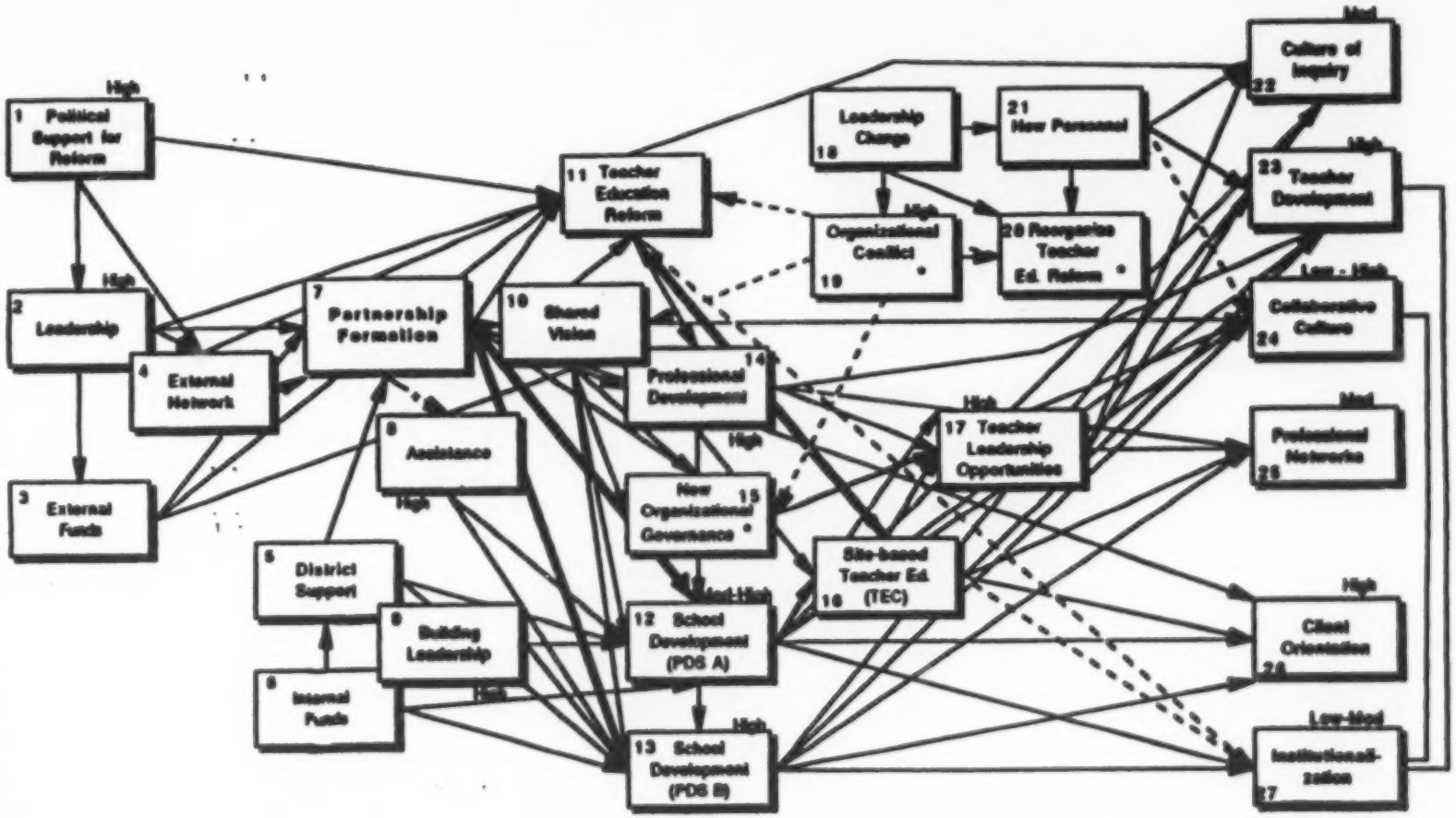
did not disrupt renewal efforts, and in one case (27) provided new opportunities for district renewal (28). The professional contacts (32) developed through the Partnership (10) facilitated the acquisition of additional temporary external funds (19) to further district renewal (25,28) that supported continued individual school development (15,16,17). In addition, the mutual development of site-based teacher education programs (21,22) provided reciprocal benefits to both preservice education (20) and teacher development (30) in the schools (15,16,17) through significant teacher leadership roles (23). The intensity of involvement in school development (15,16,17) from multiple sources (10,12,19,21,22,23,24,27,1,5) has contributed to developing a sound research foundation and culture of inquiry (29), substantial teacher development (29), collaborative cultures within schools, districts, and teacher education (31), with a strong client orientation (33), as well as enhanced professional networks (32). Most significantly, these continuous efforts over a nine-year period have resulted in the institutionalization (34) of many professional development opportunities (12,13,21,22,23,24,28), which are now built into district and university budgets, and the culture of schools and university-school relations have changed to where collaboration is now a way of life (13,31).

The teacher education reform has followed a similar path, with many of the same factors playing a significant role. Political support for reform from the State (1), combined with the forum for addressing change in the Partnership (10), and input from schools, stimulated the leaders in the College (9,18) to initiate teacher education reform (20). Assistance from temporary external funds (19) enabled the development of site-based teacher education programs (21,22). These school-based partnerships were a significant source of professional development (12) and leadership opportunities (23) for both university-based and school-based teacher educators, and have produced strong collaborative cultures (31) and a strong client

orientation (33). New leadership in the College (26) is also beginning to stimulate a greater appreciation for and involvement in research (29). Substantial institutionalization (34) of this innovative site-based program has been achieved as the costs have been subsumed within the College's budget.

The complexity in the chart tends to blur two major streams: district and school renewal, and teacher education reform. The lack of distinct paths is an accurate depiction of these renewal efforts, as can be seen in the considerable overlap in each strand's development. The two efforts have become so integrated into the lives of educators that they no longer view them as separate programs, but rather as essential components of their own professional and school development. This integration speaks to the strength of the partnership (10) — less to the organization itself, than to its spirit (13). This can be seen in the resiliency of this renewal effort through several leadership changes (18, 25, 26, 27), and in its substantial institutionalization (34), changing educational practices in all parts of the system.

Figure J.5 West Virginia



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Narrative for Causal Network: West Virginia

Four antecedent variables led to the creation of a school-university partnership. First, political support for education reform (1) from the University president motivated leadership (2) in the College of Education to pursue external funding (3) and join a national network (4) committed to education renewal. Securing grant funds (3) enabled the establishment of a school-university partnership (7).

The shared vision (10) that was collaboratively developed by the partnership was endorsed by a commitment of district support (5) via the reallocation of internal funds (6) and in-kind services to support school development (12, 13). The partnership provided assistance (8) in the form of professional contacts, technical assistance, and a variety of professional development opportunities (14). A collaborative governance structure was established (15) to coordinate the partnership's development of Professional Development Schools (PDS). The shared vision (10), commitment to assistance (8), and collaboration (24) produced strong relationships between the Partnership coordinators and individual schools (bold lines). In each case, school development (12, 13) was facilitated by strong building leadership (9). The establishment of a site-based teacher education center (16) in School A (12) and the cross-site steering committee (15) provided additional teacher leadership opportunities (17) for experienced teachers by mentoring future teachers. This innovation contributed to the evolution of teacher education reform (11) and strengthened relationships between the school and the university's preservice program (bold lines). Although viewed as the prototype for the new teacher education program, the critical site coordinator role has yet to be institutionalized (27), as it still funded with temporary external funds (3).

The relationships with the university through the partnership organization

(7) and the extensive professional development opportunities (14) provided for school-based educators contributed to developing an appreciation for research and inquiry (22), substantial individual teacher development (23), and the foundation for collaborative ways of working (24) between the schools and the university, and among colleagues in their own school and with other schools (15). These experiences also facilitated the development of professional networks (25), while maintaining a strong client orientation (26). The institutionalization of these outcomes is somewhat problematic (27). While a few structural changes have been implemented, and these attributes of professionalism have significantly changed the instructional practices and professional lives (23, 24) of the educators in School B and a core group in School A, these learning opportunities are still highly dependent on temporary external funds (3).

The other half of the shared vision (10), the creation of an exemplary teacher education program (9), was forged over several years of collaborative committee work. It stimulated and was stimulated by some experimental programs or courses developed in collaboration with school-based educators (16). This work produced a plan for a new teacher education program, which has been approved by the Faculty Senate, giving it a level of institutional permanence (27). However, it has yet to be implemented.

Several leadership changes (18) during the course of this renewal effort initially slowed progress on the redesign work (11 dotted line) and eventually grew into significant organizational conflict (19). Changes in leadership style from the collaborative decision-making norms (24) that had been established raised uncertainty of the vision (10, dotted line) of reform, and to the dissolution of the original partnership organization, and the reorganization (20) of the teacher education reform efforts. New faculty (21) hires have been infused in the

reorganization who bring substantial knowledge (22) and skill in working with school-based educators (23), and they are beginning to rebuild some of the relationships between the university and the schools (24, dotted line). There remains, however, significant skepticism on the part of schools.

As depicted in the chart, there has been more extensive development within the Professional Development Schools stream (lower half of the chart) than within the university teacher education reform efforts. Most of the outcomes have been produced within the school sector. The lack of stability in the project's leadership (not just in terms of individuals but in the function, vision, and style of leadership) has disrupted progress. Few of the developments on the university side have been implemented, and as a result their durability is unknown.